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ABSTRACT

This curriculum offers an eclectic, multisensorial, holistic, and flexible approach to reading. Sections I and II are an introduction and information on using the curriculum. Section III offers strategies for working with adults. Section IV describes means of formal and informal assessment of the learner. Section V presents an overview of ways reading is usually taught. Section VI delineates recommended objectives at each level in the following areas: vocabulary development, structural analysis, phonic analysis, comprehension development, and writing development. For each objective, at least one corresponding activity is provided in Section VII, which serves as a practical guide for instruction. Section VIII illustrates how the teacher might integrate the program through sample lesson plans. Appendixes include the following: lists of sight words, including frequently used words and safety and travel words; a guide to appropriate published materials for the beginning reader, including basic textbooks and supplemental materials; a list of commercial testing instruments and inventories used for adult basic readers. Contains a list of 12 references. An addendum to the curriculum, Technological Aids in the Adult Beginning Reader Classroom, describes types of technology, summarizes research findings on the advantages and disadvantages of technology, and discusses making purchasing decisions for hardware and software and implementing technology into the curriculum. Its appendix includes an annotated list of 55 selected technology items with a list of publishers and vendors. Contains 27 references. (YLB)

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CURRICULUM FOR THE ADULT BEGINNING READER

LEVEL 0-3

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LEON COUNTY SCHOOLS
ADULT AND COMMUNITY EDUCATION

Curriculum for the Adult Beginning Reader
0 - 3 Reading Level

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INTRODUCTION

This curriculum is a guide for teachers and administrators who work with adult beginning readers at levels 0-3. This is a population which, for various reasons, has not succeeded in achieving the level of literacy needed to cope fully in today's society. The goal of the curriculum is to empower the learner to progress toward functional literacy in order to read and write in ways meaningful to his life.

APPROACH

This curriculum offers an eclectic, multisensorial, holistic, and flexible approach to reading. The purpose of reading is always comprehension, so any beginning reader must first make the connection that reading is for meaning. Reading is a vehicle which enables the learner to take more control of her life by expanding her horizons.

One of the teacher's tasks is to guide the learner into making the connection between reading, speaking, listening, and writing. Comprehension depends on the ability to recognize words and letters automatically. Phonic and structural analysis and word recognition are tools to help the learner break down unfamiliar words and are part of this curriculum. However, reading should be done in meaningful context and should be relevant to the learner to the greatest extent possible.

RESEARCH

Definitive research in the field of adult literacy is scarce. As Chisman writes, "There is little research-based knowledge about what works in basic skills education for adults, and anyone looking for the best possible design would be hard-pressed to find reliable advice rooted in a solid research base" (Chisman, 1989).

It is known, though, that adults learn to read differently from children and that they bring different experiences into the classroom. Adults will leave a program if it does not meet their needs, and many adult literacy programs have attrition rates as high as 70% after the first few weeks (Chisman, 1989). Only 20% of adult learners maintain enrollment in a program for longer than one year (Darkenwald & Valentine, 1985).

A LEARNER-CENTERED PROGRAM

This research suggests that a curriculum should be learner rather than teacher-centered. The program should consider the needs of the learner because often these needs do not correspond to the program's perceived needs for its clientele.

Hayes and Valentine (1989) administered a questionnaire to 160 adult basic education students in seven different adult basic education programs in which they asked the learners what their literacy needs were. They found that learners' perceived needs were often different from the programs' identification of the most important functional literacy tasks. Many learners wanted to help children with homework, read the Bible, and read mail, for example -- tasks that were not on the programs' list of literacy needs.

MOTIVATION

Adults who join reading programs are motivated in different ways. Some want to advance in their jobs, gain employment, read letters, read for enjoyment, or to meet other needs. On the other hand, some learners do not really have a specific reason for wanting to read. Then there are those who see no particular reason to read because they have learned to compensate over the years in other ways, but have enrolled anyway.

If the teacher takes the learner's needs into consideration, the learning experience will likely be more successful because it will be more meaningful. Also, a motivated student will be more inclined to stay with the program.

EXPECTATIONS OF SUCCESS

The learner's self-confidence and belief in his ability to learn are strong factors in the reading process. Some adults may feel that they cannot learn. Many have not succeeded in school and are further handicapped by lack of self-esteem. Thus, the learner must be shown strategies which enable him to read and be helped to gain confidence in his ability to succeed.

The teacher's attitude toward the learner and the learner's attitude toward the teacher can be crucial. According to the prominent adult educator Malcolm Knowles (1980), the behavior of the teacher probably influences the character of the learning climate more than any other single factor. A learner quickly picks up whether the teacher's attitude is one of interest in and respect for him.

Also, the teacher's perception of the student's ability to learn is critical. The teacher can view the learner as a dependent personality or as a self-directing human being.

ALL STUDENTS CAN SUCCEED

This curriculum is self-paced, learner-oriented, and individualized. It takes the position that all adults can succeed in reading. Adult learners should be active, self-directed, and take responsibility for their learning as soon and as much as possible.

Learning to read is a social and a collaborative effort. The adult should be empowered to learn, rather than being taught, formulating his own goals and becoming a participant in his learning in order to "own" it. The teacher is a coach or facilitator rather than an authoritarian figure, enabling the learner to develop strategies for reading success.

The learner takes part in defining the goals and outcome of learning and participates in his own assessment. The outcome of instruction should be a demonstrated change in reading competency based on what the learner wanted to attain from the program.

USING THIS CURRICULUM

A PRACTICAL FRAMEWORK

This curriculum is a practical framework to aid teachers in clarifying goals and methodology of instruction. **Section III: Effective Instructional Strategies for Adults** offers methodological tips for working with adults. **Section IV: Assessment** describes means of formal and informal assessment of the learner. **Section V: The Reading Process** presents an overview of ways reading is usually taught. **Section VI: Suggested Content and Sequence of Objectives** delineates recommended objectives at each level.

For each objective, there is at least one corresponding activity, in **Section VII: Activities**, which serves as a practical guide for instruction and may be removed for easy reference. **Section VIII: Sample Lesson Plans** illustrates how the teacher might integrate the program.

APPENDICES

Appendix A: Word Lists contains lists of sight words, including frequently used words and safety and travel words. **Appendix B: Selected Materials for Adult Beginning Readers** is a guide to appropriate available published materials for the beginning reader, including basic textbooks and supplemental materials. **Appendix C: Commercial Testing Instruments and Inventories** contains a list of testing instruments and inventories used for adult basic readers.

STANDARDS

This curriculum follows the stated goals and objectives of the Florida Department of Education's Curriculum Frameworks for Adult Basic Education.

STRATEGIES FOR WORKING WITH ADULT LEARNERS

ESTABLISH POSITIVE EXPECTATIONS

There is a strong emotional component working within the adult beginning reader. Adults entering a beginning reading program often have negative memories of past schooling. Many learners have developed low self-esteem from earlier experiences at school and sometimes believe from the outset that they will not succeed at reading.

Adults learn best when they feel that the teacher is caring and that the teacher believes they will succeed. One of the teacher's most important tasks is to reassure learners that they will indeed become readers.

EXPECT SUCCESS

At the end of each lesson, the student should feel that he has succeeded at something new. For example, the student can learn his own name as a sight word at the very first lesson. Not only will he then "own" this learning, but the teacher can tell the learner that he is already a reader!

The learner needs a great deal of positive, frequent feedback. He should leave each class feeling that he has accomplished something and is a competent, successful learner. The learner needs to see that he has made real progress.

CREATE A LEARNER-FRIENDLY CLASSROOM

The classroom environment is extremely important. Adults do not want to be treated like children, and the teacher should keep in mind that the learner is an adult. The adult may not have learned to read, but she is frequently extremely successful in other areas of life and deserves respect.

A traditional classroom atmosphere can discourage adults because they often recall that they have failed in just such a setting. Formality should be avoided because a superior-subordinate relationship is not necessary between adults in this setting and may have a negative effect.

A COLLABORATIVE EFFORT

The learner should be treated as a responsible, intelligent person who is in charge of her learning. Reading should be a collaborative effort, with the learner gradually assuming more and more responsibility for self-direction.

The teacher is a co-partner in learning who helps the learner to develop strategies which will enable her to read. Reading is not taught, but learned.

The classroom should be learner-centered and self-paced to the greatest extent possible. Rather than following a strict, prescriptive routine, the teacher should make use of the information gathered during the initial assessment in planning for lessons and considering learners' needs on an individual basis.

READING IS SOCIAL

Reading has a social aspect which should not be overlooked. Every effort should be made to adapt class activities to include the minimal reader. Everyone in the class should be able to participate fully without risk of being embarrassed.

Friendliness and respect among the teacher, learner, and classmates help create a warm atmosphere. The teacher should avoid criticism and ridicule at all costs, because success so heavily depends upon establishing a positive environment. Errors should be viewed as learning opportunities by teacher and student alike, and the learner should be able to take a risk without fear.

ADULT LEARNERS

Many of the techniques used in teaching children are ineffective for adults because adults are not only developmentally different but bring a wealth of life experiences into the classroom. Many adults are impatient with letter recognition games that children might enjoy, for instance. They want to read meaningful text.

Adults also process information differently from children. They need adequate thinking time. Instruction should be presented in small increments with plenty of time for repetition and practice.

The learner should not be asked to read aloud what she has not had the opportunity to read silently. And during oral reading, the teacher should be ready to prompt, but give the learner enough thinking time.

Colloquial pronunciation of words should be accepted. Many proper names, for example, have varying pronunciations. The teacher might point that out. The teacher should also stress that in reading, an unpronouncable word can still be a recognizable word -- "Disraeli" may be hard to say, but each time the reader sees the word, she recognizes the character.

SET GOALS FOR READING

Unless an adult learner is compelled to attend an adult education class, he probably has a specific reason for being there. Many students join learning programs in response to a personal need. They usually do not want to learn to read for its own sake, but because a situation now requires it. For example, a child might need help with homework or the learner has made a job change. Reading is then a vehicle for coping with a life change.

The teacher should first establish what brought the learner into the program and use this information to plan lessons and activities.

The learner will do best if he has some control over his learning and is an active participant to the fullest extent possible. Early in the program, the teacher and student together should establish goals. Sometimes goals are very specific. At other times, the student may have only vague, general ideas about why he wants to read. The teacher must then broaden his awareness about the purpose of written communication, showing him how reading can be used to help him cope more fully personally and within society.

CLARIFY GOALS

The teacher can help the student clarify his goals and together discuss ways of accomplishing them. Long-term goals, such as becoming a proficient reader or obtaining a GED, may seem overwhelming at first. But the teacher can also help the student develop short-term goals to establish a feeling of accomplishment as soon as possible. For this reason, goals should be broken down into smaller objectives, and the teacher should be careful not to make the instruction too fast-paced.

At the beginning of each lesson, the teacher should discuss what will be done that day to establish with the learner the daily objectives. Toward the end of the session, the teacher should do a short evaluation so as to emphasize what learning took place and to summarize.

For instance, at each session certain objectives can be established: the learner will read and write one sentence; learn three sight words, etc. At the end of the session, the teacher can point out how well the student reached the objective and succeeded. Besides specific feedback at every session, review of previously written and read material such as the learner's language experience stories can be effective in showing the learner just how much progress she has achieved.

OUTCOME-BASED INSTRUCTION

Goals should be based on outcome-based instruction. That is, learning should be performance-centered, and learning experiences should be organized around competency-developed categories (Knowles, 1980). Goals are determined by the learner and teacher together, and goal-related material should be used for reading instruction. If, for example, the learner wants to read self-help literature, then this will be at least one of the vehicles of instruction.

SELECT MEANINGFUL MATERIAL

Teachers often complain about the lack of relevant reading material for beginning adult readers. A number of commercial resources is listed in Appendix B: Selected Materials for Adult Beginning Readers, including basic texts and supplementary materials. The teacher might also consider frequently overlooked, but easily accessible, material that can be of real use to the learner. These are simply the real-world materials so relevant to practical life.

Common meaningful, real-life materials include: job manuals, income tax forms, classified ads, newspapers, magazines, repair manuals, medicine bottles, thermometers, food labels, driver's licence manuals, work invoices, maps, children's literature books, calendars, handouts from self-help groups, menus, health pamphlets, cookbooks, mail, signs and bumper stickers. Many of these can be taught as sight words. A good strategy is for the teacher to ask the learner to bring in materials that she wants to read. Another is to encourage the student to look for and notice environmental print outside the classroom.

The teacher should try to collect every magazine and book possible to give to the student. Let the student take them home for as long as she wants them — even permanently. The student is now a reader and needs to possess printed material.

LANGUAGE EXPERIENCE STORIES

Language experience stories that the learner has dictated to the teacher are also extremely relevant and interesting to the learner because she has personally produced them and thus "owns" the work. All these materials should be read first for meaning. The teacher can then select certain words to teach as sight vocabulary, for phonic analysis, or for structural analysis. (Please see **Section VII: Activities** for writing activities and **Section VIII: Sample Lesson Plans**, for ideas on integrating class sessions.)

RELATE READING TO MEANING

Quite often learners have not made a connection about the purpose of reading in life. Many learners have managed to compensate in other ways for reading deficiencies and have come from environments where print is not a priority. Frequently reading is not valued in the learner's community.

The learner may want to read for a specific purpose, such as understanding a job manual, but may not realize how reading can otherwise be important. After all, he has already become an adult without this ability. The teacher can help the learner become aware of the function of literacy in the outside world and broaden his horizons. The learner needs to realize the relevance of reading and how it can help him communicate.

From the beginning, the teacher should guide the learner into the realization that speaking, listening, reading, and writing are related. Adult beginning readers often perceive reading as a decoding process. To them, reading is a process of sounding out words or identifying their individual meanings rather than a meaning-making process (Keefe & Meyer, 1980).

Other learners are poor at auditory discrimination and do not realize the association between sounds and their written symbols. Still other readers can read a sentence but not understand what is meant.

EMPOWER THE LEARNER

The teacher should take an active role and guide the learner towards self-direction by explaining the process of reading as much as necessary. The teacher should build on the strengths of the learner and present reading and writing as enjoyable activities. The teacher should also explain why certain strategies are being used, and how they help the learner accomplish his goals.

The teacher can explain how phonic and word structure activities help the learner to break down unfamiliar words, for instance. The teacher can help the learner develop auditory discrimination skills with illustrations and practice in selectively attending to sound patterns. Rhyming, thinking of words with the same beginning or ending sounds, and discriminating between similar words are good activities.

DEVELOP CRITICAL THINKING SKILLS

Schemata:

An important strategy in developing comprehension is to combine schemata, or the learner's prior knowledge about a subject, with new information from the printed matter to get meaning. Schemata are internal structures, somewhat like mental maps, that include knowledge, ideas, and concepts about the subject. If the learner can recall her schemata before reading and relate it to the material to be read, comprehension will be enhanced.

Give Examples:

The teacher can help prepare the student by demonstrating concrete examples of how the teacher gets meaning from a passage. The teacher can give examples from personal experience, explaining what she does to activate prior knowledge and how she uses various strategies to increase comprehension. This includes discussion about what the student already knows and conversation among the students about the topic to be read.

Activities, such as the above, reinforce the connection between oral and written language and set the stage for reading. Another technique is to ask students to make predictions about the passage, often using titles and illustrations as guides, and to preview what is to be read. Another strategy is to introduce a few new words before reading, making certain that the learner knows what they mean.

Metacognition:

Metacognitive strategies have to do with thought processes. Metacognition is knowing what is known already, knowing when understanding of new material has been achieved, knowing how the understanding occurred, and knowing why something is or is not known (Guthrie, 1983).

During reading, metacognition takes place when a student realizes he understood or did not understand the material. Good readers employ self-monitoring skills and develop different strategies to comprehend. For example, they might reread a difficult sentence or use the context of a sentence to guess an unfamiliar word.

Poor readers sometimes can read a passage but do not understand what they read. The teacher can help the learner to develop metacognitive strategies by modelling reading and doing the following: discussing what was read ("What was this about? Who were the main characters?"); asking open-ended questions about the material ("Why do you think he did that?"); encouraging the student to self-question ("What did I understand?"); and asking questions about sequencing, cause and effect, main ideas, and details of the passage. The teacher should also model correct reading by reading aloud and demonstrating the rhythm of reading as well as reinforcing the context.

Comprehension Strategies:

After the passage is read, useful strategies for comprehension include retelling and summarizing the passage, discussion, and evaluation of what was read. Paraphrasing in writing also reinforces the reading-writing connection.

EMPHASIZE WRITING

Integrating reading and writing is essential. Engaging learners in the greater variety of experiences provided when reading and writing instruction are combined leads to a higher level of thinking than when either process is taught alone (McGinley and Tierney, 1989). Students need to write every day and relate it to reading.

In writing, spelling and punctuation errors should be deemphasized. The purpose of writing is to communicate and to express oneself. At this level, the teacher should encourage meaningful writing activities without having the learner worry about mechanical mistakes. Dictation can be a useful technique because it encourages sound discrimination as well as practice in writing.

The teacher should incorporate the literacy learner in class writing activities as a reader/listener. More advanced students who write essays can read their draft (providing a copy to the beginning learner). The listening students could then respond with compliments and questions. No negative criticism!

USE PHYSICAL PROPS AS NEEDED

Many adult students have problems with eye coordination. When the learner is reading, she should use any props or techniques which make the eye connection easier. For example, she should be able to trace the word with a pencil, follow the print with her finger or an index card, or subvocalize as necessary.

A large-print adult dictionary is helpful for students. The teacher can encourage students to use a small mirror to see how the mouth shapes certain sounds. If a tape recorder is available, the students can read aloud their own stories and then listen to them.

UTILIZE MULTISENSORY AND MULTIMODALITY ACTIVITIES

Multisensorial activities are effective because students often learn better using one sense over another. Some benefit more from visual activities, some from auditory exercises, and others from touching. In cases like these, a variety of activities will be beneficial. Tracing on rough surfaces such as sand or sugar, writing in the air, touching lips when making sounds, and shaping letters with materials such as modeling clay, are all successful for many learners. Also, many adults have trouble focusing for long stretches and should be able to move about when necessary.

ACHIEVE MASTERY WITH PRACTICE

The learner must have every chance to practice until mastery is achieved. There is no point in rushing through the curriculum if the learner is left feeling frustrated. New material needs to be absorbed, and much of the class session should be spent practicing actual reading and writing.

The teacher should repeat and overteach. Adult reading students often have no reinforcement outside the classroom. They proceed at different rates, but mastery of the reading process will take time and much effort on the learner's part.

SUMMARY

All adults can learn, and some strategies enhance learning. The adult is capable of self-direction and full participation in the learning process. The teacher can facilitate this by his confidence in the learner; by establishing goals, methods of instruction and assessment mutually with the adult; by relating goals to learner needs; and by creating a comfortable, positive environment for learning.

ASSESSMENT

THE FUNCTION OF ASSESSMENT

Assessment is the gathering of data to better understand the strengths and weaknesses of the learner. Means of assessment include formal testing, observation, interviews, and checklists.

The purpose of assessment is to determine the learner's progress before, during, and after the course. It is important to have an idea of what the student knows and does not know when he enters the program, what he wants to be able to do when he has completed it, and how that will be defined in measurable, compentency-based terms. Assessment not only gives the teacher information about where the learner is, it also tells that teacher how well his methods are working with that student.

COMMERCIAL TESTING INSTRUMENTS

A list of frequently used commercial testing instruments and inventories can be found in Appendix C: Commercial Testing Instruments and Inventories. Standardized, norm-referenced tests compare students to a normed population usually according to grade level. These tests are often administered to students upon entry into a program and periodically thereafter.

However, such tests often do not reflect real-life reading and should not be used as the only means of assessment because they do not provide the teacher with sufficient information about what the learner actually knows.

Additionally, they are often so difficult that the student feels unsuccessful. Adult learners do not like tests and, if possible, should not be overwhelmed with testing upon enrollment.

COMMERCIAL INFORMAL INVENTORIES

There are also a number of criterion-based commercial, informal inventories. These are helpful in diagnosing and assessing because they measure the learner's frustration, instructional, and independent reading levels. At the frustration level, the student has obvious difficulties while reading. The instructional level identifies where the student is reading at this point. The independent level is the level at which a student can read without help.

Informal reading inventories are individual tests in which the learner reads graded material followed by comprehension questions until she reaches the point of frustration. The teacher also gains information on the types of mistakes that are being made, thus providing insight on possible teaching strategies.

Publishers of textbooks for beginning adult readers sometimes have informal reading inventories available. Researchers, too, have developed inventories that are useful in determining reading levels. Although developed for children, they can be used for adults as well. A sample of these is listed in Appendix C: Commercial Testing Instruments and Inventories.

TEACHER-MADE INFORMAL INVENTORIES

A teacher can also develop his own methods of informal assessment, and these may well be the most useful of all. Initial assessment can help student and teacher define objectives, determine where the student is at that point, and decide on procedures and materials to be used. An assessment can be used as a frame of reference in comparing later progress.

It is important to know why the learner has enrolled in the class, what she wants to read, and how much she already knows about reading. In establishing goals, the teacher should realize that students want to do different things. The easiest way to establish the overall goal is simply to ask the student, "Why did you enroll in this program? What would you like to be able to do when you have finished?" Together, the student and teacher identify individual problems and strategies for progress.

REASONS FOR READING

In the research of Hayes & Valentine (1989), the authors found that basic adult learners rated the following as their highest priorities in learning to read:

- Filling out income tax forms
- Reading and using road maps and city maps
- Reading and using a thermometer
- Using a checking account
- Budgeting money
- Helping children with schoolwork
- Reading the Bible
- Reading and using a voting ballot
- Filling out job application forms
- Reading medicine labels

If the learner, for example, has a goal of filling out an income tax form, final assessment should be based on the goal: the student will be able to correctly fill out her income tax form. Objectives and methods of instruction then might include identifying her name, address, etc., as sight words, learning to sign her name in cursive writing, reading the instructions on the form aloud and explaining what they mean.

Another way to define the learner's needs is by getting to know something about the learner: background, school history, the community in which she lives, her family. The teacher can use part of the first class to interview the student in a friendly, nonjudgmental way. The teacher might want to develop a simple form to jot down answers to keep as a record. *The form might ask for the following information:*

Name: Address:

Date: Telephone:

1. Why have you decided to join this class?
2. How far along did you get in school?
3. Do you remember how you were taught to read?
4. What kind of problems do you feel held you back from learning to read as you would like?
5. What kinds of things would you like to read?
6. What do you need to read the most?
7. Tell me something about your background. What kind of work do you do? What kind of reading is done in your family?
8. How does your family feel about your wanting to read?

DEVELOPING GOALS

From such questions, the teacher will learn something about the student's desires and concerns about learning to read. Initial interviews can also help the teacher develop appropriate goals and materials with the student. As an example, if the student wants to read to her children, the teacher may find that children's literature is useful material for the classroom.

The teacher will often find that the student is pessimistic about her ability to read, has a negative self-image in at least some areas or has had a frustrating school career and feels uncomfortable. From informal interviews, the teacher can lead to more precise questions, and at the same time, reassure the student that there are many ways of learning.

READING PREREQUISITES

The teacher should be aware that before true literacy can occur, there are two prerequisites: the concepts of directionality and print recognition. These are often overlooked because teachers assume students already have this understanding. However, sometimes beginning readers do not have a working knowledge of how print functions and flows. Some do not understand these principles:

1. Printed materials go from front to back; top to bottom; left to right and then back to the left on the next line
2. Letters make words
3. Words make sentences
4. There are spaces between words
5. Words go from left to right

Some also do not know where to begin on the right-hand page of a book.

If the learner does not have a firm grasp of these concepts, the teacher needs to spend time demonstrating them. A good exercise to find out what the learner knows about print is to let him trace with his finger. The teacher can use a book as a prop to ask questions such as, "Where is the front of the book?" "Show me where we start to read," etc. The teacher should also check to see if the learner is holding the pencil correctly. (See **VIII: Activities R-1 - R-9** and **V-3, V-6,** and **V-7**).

PHYSICAL PROBLEMS

The teacher should, at least informally, try to ascertain whether the reading problem might really be a vision or hearing problem, as is frequently the case. Up to 40-60% of adult basic education learners have hearing and/or auditory discrimination problems (Keefe & Meyer, 1980).

DETERMINING PRIOR KNOWLEDGE

The teacher will want to know what the learner can actually read. This can be discovered in a number of ways.

1. Ask the learner if he reads at all. If the answer is "yes," the teacher might ask him to read various sight words, making note of what was missed.
2. Ask the student to recite the alphabet. If he knows it, the teacher can ask him to write it.
3. The teacher can dictate the alphabet or words to ascertain if the student can write them.

4. Ask the learner to read from a book at her level.
5. Give the learner a sentence to copy and use that to determine whether a learner can write at all.
6. With a nonreader, check for listening comprehension by reading a passage to the learner and then asking questions to determine how much he understood.

OBSERVATION

Careful observation of the learner is another diagnostic technique. The teacher should look for what the reader is missing and what strategies he is employing. For example, is the learner guessing, omitting, or miscalling words?

ONGOING ASSESSMENTS

The teacher may want to take note of strengths and weaknesses and use these observations as baseline comparisons as the learner progresses through the course. Assessments can be done periodically also.

The teacher or the learner might set up a portfolio of the learner's work and examine it from time to time to see what progress the learner has made. A checklist of objectives is also helpful. The teacher can make a short form based on the objectives to be learned. As mastery is acquired, the objectives may then be checked off.

During any assessment, it must be kept in mind that the student should not feel pressured, uncomfortable or embarrassed. The teacher should use these opportunities to encourage a warm relationship and positive expectations of success. It should also be understood that evaluation is mutual and collaborative. The learner should evaluate her own progress with the help of the teacher.

Throughout the course, informal assessments will help both learner and teacher determine what progress has been made. They can also help the teacher and learner determine if a change in approach is needed. Assessments can also determine the outcome of learning. For example, if a goal was to read a medicine label, then competency-based assessment would have the learner actually read the label.

THE READING PROCESS

THE PURPOSE OF READING

The definition of reading can be elusive and involves several aspects. First and foremost, reading is understanding what is being read. The reader must develop the ability to anticipate meaning in lines of print so he is not concerned with the mechanics of reading but with grasping ideas from groups of words that convey meaning. The key to reading is meaning and this involves reading and writing in context.

Learning to read also involves mastering linguistic clues in order to anticipate meaning in print. So reading is also the ability to decode, or break down, written words and to recognize words by sight (Zintz and Maggart, 1984).

A context approach to reading, such as whole language, is considered a top-down method. One reads to get meaning and for communication. Skill development in breaking down and recognizing words is a bottom-up method. The theory is that people can learn to read by decoding, or breaking down, unfamiliar words through the use of phonics and structural analysis. Another method is the "look-say", or sight word approach, in which the student memorizes words. Throughout the years, educational institutions have put varying degrees of emphasis on these various methods.

PEOPLE LEARN DIFFERENTLY

No one knows exactly how a person learns to read, or why some people learn using a certain method when others do not. What is known is that people learn to read in different ways, and what works for one may not benefit another. No one method of learning to read will be successful for everyone. However, if one approach has not worked for the adult learner in the past, other methods may be tried. As an example, a hearing-impaired person will not benefit from a phonic approach but may do very well with whole language or sight word recognition.

METHODS

Basically, these four methods are used in the process of reading: 1) vocabulary development, including sight words; 2) phonic skill development; 3) structural analysis; 4) meaning-based approaches such as whole language. Following is a brief summary and rationale of these approaches.

VOCABULARY DEVELOPMENT

In order to read fluently, the reader must recognize certain sight words instantly. Some words have to be taught by sight because they do not have regular spelling patterns, and/or they are important words that must often be recognized in isolation. However, sight words can also be taught in the context of reading. Examples of sight words are signs and numbers.

The strategy in this curriculum is to introduce sight words at once because word recognition provides immediate results and builds the adult learner's confidence in her ability to read.

PHONIC ANALYSIS

Phonics teaching is based on the alphabetic principle in the English language that letters and sounds are associated. In practice, the learner identifies words by their sounds. For example, a phoneme is one sound. There are approximately 45 phonemes in spoken English. Graphemes are the written symbols that represent these sounds and include the alphabet. Although the sound-symbol relationship is sometimes one-to-one, this is not always the case. For example, the letter "c" can have either a "k" sound or an "s" sound.

Since written symbols are codes for spoken language, phonics helps the reader decode, or master, the coding system. Phonics is not a method but a skill used to read unfamiliar words. The learner must be able to discern one sound from another. And she must develop associations between sounds and their written symbols and spelling patterns.

Because beginning adult readers often have poor auditory discrimination, phonics is very important. Yet if phonic skills are taught in isolation, adults are often bored because they cannot see the relevance to meaning.

This curriculum's approach is that phonic skill development is a useful strategy that should be introduced in meaningful context. One approach is for the teacher to use the student's language experience stories as a base for phonic skill development, combining meaning with skill-building.

Students need not learn the names of phonic patterns (such as consonant digraphs) or memorize generalizations. In Section VI: Suggested Content and Sequence of Objectives, the most frequent generalizations, and those with the fewest exceptions, are presented first along with accompanying activities in Section VII: Activities.

STRUCTURAL ANALYSIS

Structural analysis, like phonics, is a decoding strategy. It is based on the principle of chunking, or breaking words down into chunks rather than single letters and sounds. Structural analysis includes graphemes, syllables, compound words, contractions, prefixes and suffixes.

Like phonics, structural analysis is another valuable tool in decoding because words are broken up into spelling patterns that are frequently regular. For example, prefixes and suffixes are syllables. If these patterns are learned, they can be used to break down words.

WHOLE LANGUAGE

Whole language is a philosophy rather than a specific methodology. Proponents of whole language stress that the purpose of reading is comprehension. The learner is an active participant in the process and learns to read by activating his prior knowledge and relating it to new knowledge.

Reading is seen as a natural event and is learned holistically. Reading, writing, listening, and speaking are all integrated and taught in meaningful context. The learner interacts naturally with the environment in this approach. For example, he is encouraged to look for print in the environment and is shown how this relates to his life.

Language experience stories are a major part of whole language. These are stories that the beginning learner dictates to the teacher, who writes them down. The student then reads the story and thus learns by using his own material. Examples of such stories would be talking about a job, a bad day, or a hobby. These stories are more motivating and interesting to the learner because he has produced them.

CURRICULUM METHODOLOGY

The instructional methodology for this program integrates these methods into an eclectic, meaning-based approach which emphasizes whole language. Decoding and word recognition strategies are the back-up tools helpful in mastering unfamiliar words.

The approach for this program is individualized, self-paced, and learner-centered, building on the learner's experiences, background, and knowledge. The teacher is a coach, and the adult is a partner who actively participates in her learning.

As Knowles writes, "The teacher's role is that of a catalyst rather than an instructor. . . . A teacher cannot 'teach' in the sense of 'making a person learn'. One person can only help another person learn" (Knowles, 1980).

As suggested in Section IV: Assessment, the teacher should find out what the learner already is familiar with and work from this starting point. The learner needs to be empowered and take ownership of her own learning experience with the teacher guiding the learner toward self-direction. This can be done as the learner realizes that reading is important to her personally in coping with life's problems and when she is shown strategies for learning.

Additionally, the learner needs sufficient practice in actual reading. Writing is also an essential component in the learning process and should be integrated into the classroom instruction every day, no matter what method is used.

SUGGESTED CONTENT AND SEQUENCE OF OBJECTIVES

After learners have completed Levels 0 - 3, they will be able to demonstrate significant progress in comprehension and skill development in the following areas: vocabulary development; structural analysis; phonic analysis; comprehension and semantic strategies; and writing development including editing skills in spelling, punctuation, and capitalization. For each objective listed, there is at least one corresponding activity in **"Section VII: Activities"** which offers the instructor practical suggestions for teaching the objective.

Objectives are organized into the following five areas for each of the three levels:

I. Vocabulary Development
  Level 0-1
  Level 1-2
  Level 2-3

II. Structural Analysis
  Level 0-1
  Level 1-2
  Level 2-3

III. Phonic Analysis
  Level 0-1
  Level 1-2
  Level 2-3

IV. Comprehension Development
  Level 0-1
  Level 1-2
  Level 2-3

V. Writing Development
  Level 0-1
  Level 1-2
  Level 2-3

OUTCOME-BASED EDUCATION

Since this curriculum is self-paced and learner-centered, the teacher and learner are co-partners in the learning process. They should decide on goals, objectives, and means of instruction mutually. To do this, the teacher enables the learner to establish and clarify his goals for reading and explains how he can be enabled to learn, moving him toward self-direction.

This series of objectives is not a prescribed, all-purpose program where mastery must be achieved in order to continue. Rather, the objectives are guidelines to help the learner facilitate his comprehension. Following the objectives are suggested activities and Florida Department of Education curriculum framework numbers (CF).

The outcome of learning should be observable and measurable in some way. For example, if the student wants to read work-related material, the outcome is that he will demonstrate an ability to read this type of material.

For each successive level, the learner should be able to build on what was previously learned and continue to progress. This means that many activities can be used again and again for more advanced learners.

In using these objectives, the instructor should keep in mind that reading is simply a vehicle by which the learner attains meaning that is important to him in some way. The overall goal is for the learner to become a fluent reader. The various objectives are suggestions to help him achieve this goal.

I. VOCABULARY DEVELOPMENT
Level 0-1

The learner will identify and read basic vocabulary and numerals including the following:

A. Frequently used sight words
(see Activities I-1 - I-15; III-42 - III-43; V-37 - V-38; V-46 - V-48)
CF 1.07

B. Letters of the alphabet: upper and lower case
(see Activities I-17 - I-29; V-1)
CF 1.04

C. Numerals 1 - 50
(see Activities I-30 - I-38; V-38)
CF 3.01

D. Name, address, zip code, phone number, age of learner
(see Activities I-39 - I-42; V-32 - V-33)
CF 1.49; 2.03

I. VOCABULARY DEVELOPMENT
Level 1-2

The learner will continue to build a vocabulary base by identifying the following:

A. Approximately 150 sight words
(see Activities I-1 - I-15; V-13)
CF 1.07

B. Numerals 51 - 100
(see Activities I-30 - I-39; V-37 - V-38)
CF 3.01

C. Page numbers in printed material
(see Activities I-36; V-9)
CF 3.01

D. Social security number and occupation
(see Activities I-41 - I-43; V-32 - V-36)
CF 3.12; 1.07

I. VOCABULARY DEVELOPMENT
Level 2-3

The learner will continue to build a vocabulary base by identifying and reading the following:

A. Frequently used sight words
(see Activities I-1 - I-16)
CF 1.07

B. Numerals 101 - 500
(see Activities I-30 - I-40; V-37 - V-38)
CF 3.06

C. Page numbers in printed materials
(see Activities I-36 and I-44; V-9)
CF 3.01

D. Places of employment
(see Activities I-45; V-32 - V-36)
CF 1.07

II. STRUCTURAL ANALYSIS

Level 0-1

The learner will demonstrate ability to analyze word structures by the following:

A. Explain meaning of nouns (A noun names a person, place, or thing.) and verbs (A verb expresses an action or a statement.) and giving examples
(see Activities II-1 - II-5; IV-38)
CF 1.19; 1.20

B. Differentiate between present and past tense
(see Activities II-6 - II-8 and II-16)
CF 1.20

C. Identify regular plural inflections ("s" and "es")
(see Activities II-11 - II-17; IV-38)
CF 1.23

D. Explain that a sentence is a group of words that expresses a complete thought
(see Activities II-18 - II-21)
CF 1.23

E. Differentiate between sentences and nonsentences
(see Activities II-22; V-3)
CF 2.10

F. Recognize common present tense pronoun contractions
(example: "are" and "not")
(see Activities II-16, II-23 - II-28; IV-38)
CF 1.17

G. Recognize that a base word is a root or core to which prefixes and suffixes can be added (example: work - ing; un-able)
(see Activities II-29)
CF 1.15

H. Recognize inflections "-ed" and "-ing" in context
(see Activities II-25 - II-26; II-32 - II-33; IV-38)
CF 1.18

I. Recognize silent "e" generalization: when a root word ends with a silent "e", the "e" should be dropped before adding suffixes beginning with vowels
(example: "-ed" and "-ing")
(see Activities II-32 - II-33)
CF 2.31

J. Recognize some compound words in context
see Activities III-42; IV-16)
CF 1.21

II. STRUCTURAL ANALYSIS

Level 1-2

The learner will demonstrate ability to analyze word structures by the following:

A. Differentiate between past, present, and future tenses
(see Activities II-6 - II-10 and II-16)
CF 1.20

B. Identify some principles of word order (example: subject usually comes before verb)
(see Activities II-4, II-41; V-16)
CF 2.10

C. Read and recognize common prefixes (example: un-, re-)
(see Activities II-29)
CF 1.15

D. Read and recognize common suffixes (example: -tion, -ment)
(see Activities II-29 - II-33)
CF 1.16

E. Read and recognize common contractions (example:“not” and “will”)
(see Activities II-16, II-23 - II-28, II-31 - II-32; IV-38)
CF 1.17

F. Demonstrate introductory knowledge of some common generalizations for syllabication:

1. A syllable contains at least one vowel or vowel sound.

2. Words can have more than one syllable.

3. Words can be broken into syllables to aid in reading and spelling.

4. A compound word is syllabicated between the two words.
(see Activities II-39 - II-40)
CF 1.14

G. Apply some common spelling generalizations while reading (example: double consonants are usually pronounced as one consonant)
(see Activities II-34 - II-35)
CF 2.25; 2.27

II. STRUCTURAL ANALYSIS

Level 2-3

The learner will demonstrate ability to analyze word structures by the following:

A. Recognize possessives
(see Activities II-42- II-43)
CF 2.39

B. Identify common contractions (example: "have")
(see Activities II-16, II-23 - II-28; IV-38)
CF 2.36

C. Recognize word order of questions
(see Activities II-18, II-41)
CF 2.32

D. Apply "y to i" generalization (When a word ends in "y", "y" changes to "i" before adding plural.)
(see Activities II-36 - II-38)
CF 1.10

E. Identify some irregular plurals
see Activities II-16 - II-17; IV-38)
CF 1.19

III. PHONIC ANALYSIS
Level 0-1

The learner will demonstrate knowledge of basic phonic development by accomplishing the following:

A. Recognize that letters of the alphabet represent speech sounds
(see Activities III-3 - III-4)
CF 1.04

B. Recognize some letter-sound relations
(see Activities III-1 - III-2)
CF 1.09

C. Identify some initial consonant sounds
(see Activities III-5 - III-8)
CF 1.09

D. Identify long and short vowel sounds
(see Activities III-9 - III-10)
CF 1.10

E. Identify word families (example: can, man; pop, cop; get, let)
(see Activities III-11 - III-15)
CF 1.08

F. Recognize that a consonant digraph is two consonants which represent one sound
(see Activities III-16)
CF 1.12

G. Pronounce and read beginning consonant digraphs (example: ch, sh, th, wh, ph)
(see Activities III-17 - III-18)
CF 1.12

H. Recognize that a consonant blend represents two consonants which can both be heard in pronunciation
(see Activities III-19 - III-20)
CF 1.11

I. Pronounce and read consonant blends with "l", "r", and "s": (ex., bl, cr, st)
(see Activities III-22)
CF 1.12

III. PHONIC ANALYSIS
Level 1-2

The learner will demonstrate knowledge of basic phonic development by accomplishing the following:

A. Pronounce and identify the long vowel sounds
(see Activities III-9 - III-10; III-39)
CF 1.10

B. Continue to identify letter-sound associations
(see Activities III-3 - III-4)
CF 1.10

C. Apply the "double e" generalization while reading (When two "e's" are together in a word such as deed or beet, the sound is a long "e".)
(See Activities III-25)
CF 1.10

D. Pronounce and read common consonant clusters (example: str, spr, tch)
(see Activities III-21)
CF 1.12

E. Apply the consonant-vowel-consonant generalization while reading (With CVC words such as cat, dig, beg, the vowel is usually short.)
(see Activities III-26)
CF 1.12

F. Apply the vowel-consonant-marker generalization while reading (When a word ends with this VCe pattern, the vowel is usually long and the "e" is silent. Examples are cake, glide, secure, promote.)
(see Activities III-27)
CF 1.10

G. Apply the double consonant grapheme while reading: (example: the two letters in "kn" represent a single consonant sound and the "k" is silent. For "wr" words, the "w" is silent.)
(see Activities III-28)
CF 1.12

III. PHONIC ANALYSIS

Level 2-3

The learner will demonstrate knowledge of basic phonic development by recognizing the following sounds and applying while reading:

A. R-controlled vowels
(see Activities III-29)
CF 1.10

B. Circumflex O
(see Activities III-31)
CF 1.10

C. Diphthongs:
- /ow/ (See Activities III-32 - III-33)
- /oi/ and /oy/ (See Activities III-35 - III-36)
CF 1.10

D. Schwa: (see Activities III-35 - III-37)
CF 1.10

E. Final consonant digraphs (example: "ck")
(see Activities III-23 - III-24)
CF 1.10

F. Ending consonant sounds
(see Activities III-24)
CF 1.11

G. Apply open vowel syllable generalization while reading (If a word contains only one vowel letter and that letter is at the end of the word, it is usually long: examples: silent, he.)
(see Activities III-39)
CF 1.10

H. Apply generalizations for accenting words:
- In most two-syllable words, the first syllable is accented.
- "ture" and "tion" are unaccented if they are the final syllables.
(see Activities III-40 - III-43)
CF 1.13

IV. COMPREHENSION DEVELOPMENT

Level 0-1

The learner will be able to apply the following comprehension strategies.

A. Read approximately 300 words in context, including sight words, environmental print, and words meaningful to learner
(see Activities IV-1 - IV-2; IV-5 - IV-16; IV-21 - IV-26; I-34; I-38; I-40)
CF 1.08

B. Read sentences from language experience stories
(see Activities IV-5 - IV-6)
CF 1.07

C. Retell and/or summarize previously read printed matter
(see Activities IV-7 - IV-9)
CF 1.25

D. Make predictions from title and illustration cues
(see Activities IV-4; IV-32)
CF 1.46

E. Answer literal and interpretative questions
(see Activities IV-27 - IV-29; IV-31)
CF 1.26; 1.27; 1.28; 1.29; 1.30; 1.31

F. Dictate short language experience stories
(see Activities IV-16; IV-18 - IV-19)
CF 2.19

G. Identify meanings of frequently used words presented in sentences
(see Activities IV-20)
CF 1.07

IV. COMPREHENSION DEVELOPMENT
Level 1-2

The learner will apply comprehension strategies before, during, and after reading.

A. Continue to dictate language experience stories and read and write her own work
(see Activities IV-5; IV-10; IV-13; IV-17 - IV-19; V-18 - V-26)
CF 2.20

B. Read printed materials
(see Activities IV-6; IV-21 - IV-26)
CF 1.50

C. Read in context
(see Activities IV-2, IV-4, IV-14, IV-17)
CF 1.35

D. Make predictions from titles and illustration cues
(see Activities IV-10 - IV-16; IV-32)
CF 1.46

E. Develop skills in using context cues to recognize words in sentences
(see Activities IV-3 - IV-4; IV-16 - IV-17)
CF 1.08

F. Answer literal and interpretative questions
(see Activities IV-3, IV-27)
CF 1.26; 1.27; 1.28; 1.29; 1.30; 1.31

G. Differentiate between declarative and interrogative sentences
(see Activities IV-31)
CF 2.10

H. Identify meanings of frequently used words presented in sentences
(see Activities IV-20; IV-33; IV-34)
CF 1.08

I. Identify pronoun referents
(see Activities IV-35)
CF 1.39

J. State the main idea of a passage
(see Activities IV-37)
CF 1.25

IV. COMPREHENSION STRATEGIES

Level 2-3

The learner will apply comprehension strategies before, during, and after reading.

A. Continue to use context cues to aid in decoding and comprehension
(see Activities IV-3; IV-16; IV-18; V-28 - V-31)
CF 1.35

B. Give examples of similarities and differences in meaning by defining and using synonyms and antonyms
(see Activities IV-33)
CF 1.37

C. Define multiple-meaning words
(see Activities IV-20; IV-34)
CF 1.07

D. Identify some homonyms
(see Activities IV-33)
CF 2.28; 1.36

E. Begin to classify nouns with similar characteristics under appropriate headings
(see Activities IV-38)
CF 2.14

F. Identify pronoun referents while reading
(see Activities IV-35)
CF 1.39

G. Answer literal and inferential questions
(see Activities IV-27 - IV-31)
CF 1.26; 1.27; 1.28; 1.29; 1.30; 1.31

H. Identify cause and effect in context
(see Activities IV-30, IV-36)
CF 1.33; 1.41

I. Identify implied main ideas in context
(see Activities IV-37)
CF 1.25; 1.40

J. Make logical predictions using prior knowledge, rereading, self-questioning strategies
(see Activities IV-10 - IV-16; IV-31 - IV-32)
CF 1.42

K. Describe sequence of events in context
(see Activities IV-1; IV-3; IV-11; IV-16; IV-19; IV-26; V-19; V-21)
CF 2.15

L. Identify meanings of frequently used words in sentences
(see Activities IV-1, IV-12, IV-20)
CF 1.07

V. WRITING DEVELOPMENT
Level 0-1

I. The learner will write for practical purposes.

A. Letters of the alphabet
(see Activities V-1 - V-8)
CF 2.01

B. Numerals 1 - 20
(see Activities V-9; V-37)
CF 3.01

C. Words and short sentences from printed materials and language experience stories
(see Activities V-10 - V-23)
CF 2.03; 2.04

D. Complete a form which requests name, address, telephone number, zip code, age
(see Activities V-32 - V-33; V-36; I-41)
CF 4.01

E. Sign name in legible cursive handwriting
(see Activities V-39 - V-40)
CF 2.02

II. The learner will use conventions of standard written English:

A. Edit for capitalization of the first word in sentence, proper names, days of week, months)
(see Activities V-1; V-3; V-11; V-13; V-37)
CF 2.40; 2.41; 2.42; 2.43; 2.44

B. Edit for correct end punctuation for declarative sentences
(see Activities V-16 - V-17)
CF 2.32

C. Edit for correct use of comma between city and state
(see Activities V-45)
CF 2.34

V. WRITING DEVELOPMENT

Level 1-2

I. The learner will write for practical purposes.

A. Copy printed or written material such as language experience stories
(see Activities V-15 - V-24)
CF 2.05

B. Write numerals 21 - 100
(see Activities V-9, V-37 - V-38; I-39 - I-40; I-44)
CF 3.01

C. Copy short sentences and sight words
(see Activities V-11 - V-13)
CF 2.05

D. Write words and short sentences from dictation
(see Activities V-11; V-17 - V-18)
CF 2.06; 2.07

E. Complete a short form, including name, address, telephone number, age, social security number, signature and occupation
(see Activities I-43; V-32 - V-36)
CF 4.01

F. Fill out a check
(see Activities V-36; V-39 - V-40)
CF 1.21

G. Write dates
(see Activities V-37 - V-38; I-35)
CF 2.23

II. The learner will use conventions of standard written English.

A. Edit for correct end punctuation for declarative, interrogative, and exclamatory sentences
(see Activities V-16; V-41; V-44)
CF 2.32

B. Edit for correct use of commas between city and state; month and year
(see Activities V-42; V-44 - V-45)
CF 2.36

C. Edit for common contractions: (are, not, will)
(see Activities V-50)
CF 2.36

D. Edit for correct capitalization of pronoun “I”
(see Activities V-47)
CF 2.40

E. Use the following forms for titles of respect: Mr., Mrs.
(see Activities V-48)
CF 2.42

V. WRITING DEVELOPMENT
Level 2-3

I. The learner will write for practical purposes.

- A. Compose three sentences related to a topic
  (see Activities V-10; V-13; V-18; V-19; V-21 - V-24)
  CF 2.21

- B. Write a short message
  (see Activities V-20; V-25 - V-26)
  CF 2.22

- C. Address an envelope
  (see Activities V-27)
  CF 2.24

- D. Compose a short letter
  (see Activities V-28 - V-31)
  CF 2.22

- E. Complete a form stating personal information including place of employment, dates of employment
  (see Activities I-45; V-32 - V-36)
  CF 1.49

- F. Write telephone numbers from dictation
  (see Activities I-44)
  CF 2.01

II. The learner will use the conventions of standard written English.

- A. Edit for capitalization of holidays
  (see Activities V-23; V-38)
  CF 2.44

- B. Edit for correct spelling
  (see Activities V-43)
  CF 2.25

C. Use appropriate forms of regular and some irregular verbs
(see Activities V-49)
CF 1.20; 2.09

D. Form contractions with not, are, will, have
(see Activities V-50)
CF 1.17

E. Write some abbreviations for days of week and months of year
(see Activities V-37 - V-38; V-42; V-44)
CF 1.22

F. Use the following forms of respect for titles: Ms., Miss, Dr.
(see Activities V-48)
CF 2.42

G. Edit for correct end punctuation for declarative, interrogative, and exclamatory sentences
see Activities V-16; V-41; V-43; V-44)
CF 2.32

ACTIVITIES

READING PREREQUISITES

Directional and Serial Order

(If any of the following activities seem to confuse the learner, explain how print flows. Model this until the learner understands completely.)

R-1

Ask the learner to point at words in sentences. Check to see if he is moving his finger from left to right.

R-2

Ask the learner to cut out words from a sentence and reassemble them in correct order.

R-3

Ask the learner to move her finger over the print from top to bottom. Observe the direction in which the finger moves.

R-4

Ask the learner to demonstrate the location of left starting points.

R-5

Choose readings with easily recognized starting words (I, The, etc.). Start with one-line sentences and captions under pictures.

R-6

Ask the learner to show you the front, back, top, and bottom of a book.

Hierarchy

(If the learner does not have a solid grasp of directionality and hierarchy, continue to model and assess progress over time.)

R-7

The learner needs to know that the sequence in reading is letter, word, and sentence. Use a story that has a picture on the facing page. Ask questions:

"Where is the beginning of the story?"
"What is a letter?"
"What is a word?"
"Where is the first letter of a word?"

R-8

See if the learner can recognize upper and lower case letters and punctuation marks by asking him to point to "a small b", "a period", etc.

R-9

Determine if the learner knows what spaces are (some learners think spaces are words).

I. VOCABULARY DEVELOPMENT

Sight Words

I-1

General Method for Teaching Sight Words

a) Decide on 4-5 words to be covered.

b) Print these words in lower case letters on index cards, one word for each card.

c) Ask the learner to dictate a sentence to you using each of these words. You write the sentence on the back of the card. Underline the word to be taught.

d) Show each word to the learner. Say the word as he looks at it. Ask him to look at the word and repeat it. Read the sentence on the back of the card aloud. Ask him to read the sentence.

e) At the next lesson, review the words and sort into two piles: words he remembers and words not recognized immediately. Put the cards the learner knows on a notebook ring.

f) Review the unknown words, one at a time. Tell the learner the word. Have him look closely at it, noticing the shape and number of letters. Ask him to trace the word in the air or on the table.

g) Have the learner say the word and ask how he would use it in a sentence.

h) Repeat with other words.

i) Mix new and old sight words and review often.

j) Add words learned to a notebook ring so that the learner can see his own progress.

(Source: Adapted from Hakanson & Gunderson, 1986)

I-2

Use magazines, driver's manuals, bumper stickers and pictures of actual signs to be glued onto pasteboard to use as flash cards. Words with silent letters such as "e" are usually taught first as sight words. Teach them as they come up.

I-3

Use student-generated vocabulary. Ask the learner to copy down words she sees outside of class and bring those in along with forms, junk mail, newspaper or magazine clippings. Logos are also excellent and distinctive.

I-4

Use flash cards of basic vocabulary in sets of 20. The learner and you go through each set, eliminating those mastered and repeating those not mastered until the set is completed and checked off on an assignment sheet.

I-5

Read in context. Highlight words in the text which are unfamiliar to the learner. Read each highlighted word to her and allow her to read along. Ask her to use the new sight word in her own sentence.

I-6

Play Word Bingo. Learners have words from a list on cards. They must match with words on a sheet in front of them. The caller calls out definitions only. This is played like regular Bingo.

I-7

When a long or abstract word is introduced, let the student look at the word, close his eyes, and snap a mental picture of the word configuration. When that word recurs, encourage him to close his eyes and recapture the image.

I-8

Using the daily paper, let students circle all articles that contain a particular vocabulary word.

Alternative: Using the daily paper, collect articles and pictures that relate to a particular vocabulary word. Examples: children, traffic, politics, elderly, teenagers, weather, etc.

I-9

Play Tic Tac Toe. In a small class, have students pair up. Each chooses a sight word she wishes to practice. Instead of writing "X" or "O", the learner writes her sight word for each turn.

I-10

Use a standard checker board to play Checkers. Make small word cards to put on the squares. Learners play in the traditional way, but they must say the sight word before moving to a new square.

I-11

Play a Board Game. You will need a game board with blank spaces and some starred spaces, dice, a pile of cards with sight words printed on them.

Learners roll the dice in turn and with a counter piece move along the board. When they come to a starred place, they must pull a card. If they recognize the sight word, they must read it and possibly give a definition. Points are given for recognition.

(Source: adapted from Kennedy & Sarkisian, 1979, p 16)

I-12

Play Go Fish. Materials needed are 25 pairs of 3 x 5 cards. One card has a picture on it, the other the printed word.

Shuffle the cards. Deal six cards to each student. The rest go in the "fish" pile. Players check for matching pairs (picture and printed word). They lay down their pairs. They may then ask in turn for a specific card. (Example: "Do you have a `flower' card?") If no one has it, then a card is taken from the "fish" pile. Whoever "goes out" with all matching cards wins.

(Source: adapted from Kennedy & Sarkisian, 1979, p 58)

I-13

Students begin a personal word bank using 3 x 5 cards on which they print words taken from their language experience stories. They continue to add to the bank with sight words. Cards are kept alphabetically in a small file box. Reviews can be conducted by students pairing up with each other and using the cards as flash cards.

I-14

Recognizing Signs is a matching game. Form two teams. Both teams have word cards. A person on Team A picks a card and shows it to Team B. Members on Team B must read and define the sign. If successful, they earn a point for their team. Then a person on Team B picks a card to show to Team A. The team with the most points wins.

(Source: adapted from Kennedy & Sarkisian, 1979, p 68)

I-15

On large cards, print sight words in the context of sentences. Show the class the cards. Whoever finds and identifies the sight word gets a point.

I-16

Learners work in teams in a Trust Walk. One person is blindfolded. The other is the leader. Set up a walk around the room using signs (turn left, stop, slow, sit down, say hello, etc.). The leader must take the blindfolded person through the walk by recognizing all sight word signs. The leader gets points for completion with no errors, partial points for some errors only.

Alphabet Activities

I-17

Use sight words to teach consonants. All consonants can be taught in the initial position except "x", which should be taught first at the end, because this is where it occurs most often.

I-18

"C" and "G": teach the hard sounds first: (cake, gum). Teach the soft sounds (city, germ) later. "C" and "g" are usually hard when followed by "a", "o", or "u"; soft when followed by "e" or "i".

I-19

"S": Teach the sound of "s" as in soil first. Then teach the "z" sound of "s" (usually within the word): easy, does.

I-20

"X": Teach "x" first at the end of a word, then teach it in the initial position where it has a "z" sound. "Xerox" is a good word to use.

I-21

"Y": Teach the consonant "y" at the beginning of a word; otherwise it has a vowel sound.

I-22

"Q": Teach "q" at the beginning of the word first. Emphasize that it never appears without a "u" following it.

(Source: Adapted from Hakanson & Gunderman, 1986)

I-23

Teach letters that have obvious differences first: example, "a" and "i". Try not to teach too closely together letters and words commonly confused. For example, be sure the student fully understands how to write "d" before teaching "b".

I-24

Let the learner look at the front page headlines of the newspaper. Have her circle each alphabet letter with a pencil or crayon.

I-25

Encourage students to be "closet" Sesame Street viewers if TV is available. They can watch it in private or while viewing with their children.

I-26

Laminate a board with capital letters in boxes. Make a set of cards with lower case letters for learners to master.

I-27

Make a copy of typewriter/computer keyboard. Laminate. Learner can draw x with a grease pencil on letter called out by you or another player.

I-28

The learner can spell out words from word cards or a story as you type them on a word processor for him to see. If the learner calls out the wrong letter, it will not look like his card, and he can use his visual discrimination skills to self-correct.

I-29

Have 3-D or textured letters available. Choose five cards to review. The learner can study the card. Then she can close her eyes and identify letters by touch.

Alternative: Call out a letter and let her write it in sand or sugar with her finger or form the letter with clay.

Numerals

I-30

Write the numbers 1 - 10 on index cards. Introduce the numbers one card at a time. Ask the learner to identify the number. Have him count out the same number of beans and then glue them on the number.

I-31

Write numbers to be learned on index cards. Introduce the numbers one card at a time. Ask the learner to identify the number. Introduce and add numbers to the deck as the learner progresses.

Alternative: Have the learner line cards up in correct order.

Alternative: Repeat the above steps for number words. Ask the learner to spell the words and then identify.

I-32

This activity matches numbers with their names. With a poster board, make a game board with twice as many spaces as numbers to be reviewed and write a number in each space. On index cards write the number words. Shuffle the cards and place face down in the middle of the board. Each player draws a card and moves a penny to the nearest number. Example: if she draws a "four" card, she moves to the nearest "4". If the player does not recognize the card, she cannot move. Continue until a player reaches the last number on the board.

I-33

Make a deck of cards using numbers and number words. Place all cards face down. Players turn over two cards at a time looking for a match. If they find a match, they continue; if not, it is the next player's turn. The one with the most matches at the end wins the game.

Alternative: Make an additional card to add to the deck that says, "Out of Luck". Deal out all cards to players. One player begins by drawing a card from all other players. If he gets a match (example, 2, two), he can remove those cards from the hand. The next player repeats, etc. The one with the "Out of Luck" card at the end loses the game.

I-34

Read sports scores in the newspaper and keep a record of the learner's favorite teams. Read a sports story with the learner allowing the learner to read all numbers.

I-35

Have a list of several learners' birth dates. Call out the date (not the year!). The learners enter the numbers in a calculator or write them down. They can guess whose birthday each number is.

I-36

Begin each lesson by checking the page number on the assignment chart. Help the student read the number, then copy the number on a 3 x 5 card. Use the card to locate the page in the book by comparing numbers. Eventually the card can be eliminated.

I-37

Look at a weather map from the newspaper. Point out how to read temperatures. Use the map to identify Florida. Ask the student if he has been to any other states and identify on map.

I-38

Use grocery advertisements to read prices and connect with pictures and words.

I-39

Ask the learner to find out the ages of a number of people he knows. Make a list of the names and ages. Group the list by age, reading names and ages throughout the process.

I-40

Collect menus from a variety of restaurants and create sample orders. Learners read the order, estimate the cost of the meal, then determine the exact price.

Learners can also write their own orders and share with class members.

Examples: Cheese sub
Large 7-UP

Roast beef sandwich
Small lemonade

Forms

I-41

Write and spell out the learner's name and other information on separate index cards. Ask her to spell and identify the information, then drill several times. Add the cards to a word bank of other sight words for drill practice.

I-42

Help the learner make "emergency information cards" with the above information. Discuss places he may wish to keep this information (example, wallet, next to telephone, in student folder, etc.)

I-43

Use an actual form — a contest entry blank, an employment application, etc., BUT make an enlarged copy. The small spaces provided on most forms can be intimidating and stress-producing to the learner. Work on just one item at a time. Example: Read the words under the blank (Last Name, First Name, Middle Initial). Ask the student to write, with assistance if necessary, just that information on a piece of scrap paper. Make any corrections on the draft. Then have the student copy the information onto the blank. That's enough for one session.

In the next session, start with a fresh blank. Have the student copy the name information. Then proceed to write the address on scrap paper. Edit and transfer to the form. Proceed through the rest of the information requested on the form — one item per session with a repeat of all previous items.

When the entire form has been completed, provide a blank form once or twice a week, gradually moving toward actual-size forms as mastery is approached.

I-44

Telephone Book:

Provide paper and staples and an optional commercially-produced phone book.

Discuss the purpose of phone book.

Fold paper to form a book, then staple, making tabs for each letter.

Each student lists friends, relatives, doctors, favorite carryout restaurants, taxi service, etc., on a separate sheet of paper, alphabetizing last names.

Copy names, addresses and phone numbers onto the correct pages in the phone book.

Practice dictating phone numbers to each other.

I-45

Provide a collection of pictures illustrating various places of employment: restaurant, store, gas station, factory, school, dentist's office, bakery, hospital, etc. Also provide laminated strips or sentence strips on which appropriate names to go with the pictures have been printed. Learners practice matching pictures to strips.

Ask the learner to dictate his own place of employment. Write it on the board and let him copy it. When practicing forms, let him fill in this information, too.

II. STRUCTURAL ANALYSIS

Nouns and Verbs

II-1

Name that Picture

You will need the following material: pictures of people, places, things, action pictures, and paper.

Ask the learner to verbally identify each picture as a person, place, or thing.

On a sheet of paper draw three columns. In one put the word "people", another "places", and the last "things". Have the learner write down the name of the object in the correct column. Example: if the picture is of a man, the learner writes "man" in the "people" column.

Ask the learner to verbally identify the action in a picture.

II-2

Write down a noun (example, dog); have the learner think of a noun that starts with the last letter of that word (example, girl). Continue with as many words as possible.

II-3

Let the learner categorize word cards into naming words or action words.

II-4

Ask the learner to identify nouns and verbs in language experience stories.

Choose a sentence from the learner's writing. The learner identifies the subject and chooses other possible verbs to complete the sentence.

II-5

In a small group, give subjects or verbs and ask learners to complete sentences. Some learners can tell you what is missing. Share the sentences.

Tenses

II-6

Divide a sheet of paper in half. Label one side "Today" and the other "Yesterday." On sentence strips, write down sentences using the past and present tense of verbs.

Example: The dogs jump for the bone.
The dogs jumped for the bone.

Have the learner place the sentences in the appropriate column.

II-7

Most experience stories are narratives and in the past tense. To elicit writing in the present tense, discuss daily routine activities with the learner. Encourage him to write three or more things that he might do in an average morning.

When reading stories, discuss with the learner when the story occurred.

II-8

Ask learners to complete sentences such as the following:

I often ________________.
Usually my friends and I _________________.
Last week ______________________.

II-9

Ask the learner a question such as, “How do you feel right now?”

The possible response: “I feel happy.”

Write this on the board next to the word “Present”. Point out that present means “now.”

Say: “Let’s imagine your feeling yesterday was the same. How would you tell me that?”

Learner: “I felt happy.”

Write this sentence on board next to word “Past.”

Say: “What is the difference between these two sentences? The difference is in the action word. We use different forms of 'feel' to show now and in the past. We also have a way to show in the future. How would you tell me about feeling happy tomorrow?”

Learner: “I will feel happy.”

Write that on board next to word “Future.”

Follow up with five or six other verbs, creating sentences but just writing the verb form on the board.

II-10

Present time words: today, yesterday, tomorrow. Discuss the meaning of each. Students offer examples of each to illustrate. Suggest sentences such as:

> Today, I feel good.
> Yesterday, I felt good.
> Tomorrow, I hope I will feel good.

Explain that we need different forms of words to express the different times. After students have given other examples, list them on the blackboard under headings of “Present”, “Past”, and “Future.” Students can make 3 x 5 cards of verb forms for their word banks.

Then give the learners a Cloze exercise (sentences in which verb forms are left out). Students pick the correct verb forms from a word bank at the bottom of the exercise.

Plurals

II-11

Word Wheels

To help the learner recognize regular plural formations ("s" and "es"), cut two circles from a poster board. Put the smaller circle on top of the other and attach them in the center with a paper fastener so that the wheel will turn. On the wheel, write "s" or "es". Write known words on the outside. Turn the wheel and have learners identify the new words.

(Source: Adapted from Burns & Roe, 1979, p 68)

II-12

Flip Cards

Make a set of index cards with known words whose plural ends with "s" or "es". On a longer card write the correct ending. Bind all together on a ring. Flip the cards and have the learner identify new words.

(Source: Adapted from Burns & Roe, 1979, p. 68.)

II-13

The learner makes two lists: (1) things you usually have one of: nose, mouth, home, husband or wife, etc., (2) items you have more than one of: eyes, ears, dishes, etc.

II-14

Read a recipe with the learner. Discuss one and more than one. Find examples of each.

The learner highlights the number and "s" or "es" ending for ingredients that illustrate plurals.

Example: two cups of milk
three carrots

II-15

Make a copy of a short two or three-sentence story (large type). Omit "s" in plurals. The learner can place "s" cards where needed or write the letter.

Ask the learner to explain how he knows "s" is necessary. Assist him in locating determiners, words such as "these", "a lot", "many."

II-16

Concentration

Make 24 pairs of cards, one pile with singular forms and one pile with plural forms (example: child, children). Cards are shuffled and placed face down on the table. The first person turns over one card from each pile. If they match, singular and plural, the player keeps the pair and takes another turn. If they do not match, cards must be turned face down again and the next person takes a turn. The players must try to remember where they saw the cards they need. Continue until all cards are matched. The player with the most cards wins.

Alternative: If this seems too difficult, players may leave cards turned face up as game progresses. Any time a player turns up a match, he may take the pair to keep. This game can also be used to teach past/present tense, contractions, etc.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 60)

II-17

Write a series of sentences in which singular nouns are used. The learner rewrites the sentences, changing singular nouns to plurals choosing the correct form from a word bank at the bottom of the page.

Example: She saw a little child walk down the street.
She saw some little children walk down the street.

Sentences

II-18

Write a note to the learner asking a question. "You have such a nice smile today. Can you tell me why?"

Ask the learner to read the note to you and to answer the question.

Discuss telling and asking sentences and punctuation used.

II-19

Encourage a student to exchange notes with another learner giving both learners practice with asking and answering questions.

II-20

Glue two pockets on a folder, one with a period and one with a question mark on the front. A third pocket contains easy-to-read sentences. The learner reads a sentence and puts it in the correct pocket.

II-21

The Feeling Response

Provide two piles of 3 x 5 cards. One pile has short sentences or single word phrases on cards. Examples: OK, hello, ouch, how are you, happy birthday, is it raining, what time is it, etc. The other pile has cards on which punctuation marks have been placed to match the sentences and words on the other cards. There should be several more punctuation cards than sentence cards so that automatic matches cannot be made toward the end of the game.

The two piles of cards are placed face down on the table. The first player picks up a sentence card and a punctuation card and turns them face up. He reads them aloud and decides if the punctuation card matches the sentence. If it does, he has a pair. If not, the player puts the inappropriate punctuation card in a discard pile and tries again. The player repeats until he has the correct punctuation card. If the player makes an error, he loses his turn and the next player begins. The player with the most pairs when all sentence cards have been used wins the game.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 72)

II-22

Give the learner examples of sentences and nonsentences. Ask if the example is a sentence or not. Have the learner explain his reasoning.

Examples: The dog ran up the hill.
up the hill
when I get through
I will go home when I get through.

Convey the idea that a group of words may not be a sentence even if there is a subject and verb. A sentence must make sense.

Contractions

II-23

Many low level learners have a great deal of difficulty with contractions. Many prefer to say the two separate words when reading: example, "do not" instead of "don't." Don't call attention to such substitutions since they have no effect on comprehension. In short, mastery of contractions should be an introduction rather than a high priority for beginning readers.

II-24

Memory Game

On one set of cards write two separate words which can form contractions (example, "I am"). Place all cards face down. Each player takes a turn flipping over two cards at a time. If the player finds a match, she gets to keep the cards. The person with the most cards when all cards are matched is the winner.

Alternative: Old Maid: Use the same cards as above plus one "No Match" card.

II-25

Encourage learners to answer in complete sentences. Example: "What are you doing this weekend?"

Some responses may begin with, "I'm going to ..."
Copy the sentences on the board. Read aloud together. Then discuss how "I'm" is the same as "I am". Give many opportunities for the learner to say and hear the contraction in addition to reading in context.

II-26

Make two piles of cards. One pile should contain contractions and the other the original subject/verb (example: I've, I have). Mix up each pile. Learners draw a card from each pile and try to get a pair (you've and you have, for example). If the player gets a pair, she lays the cards down and takes another turn. If the player does not get a pair, she puts one card in the discard pile and tries again. She can try three times before giving the next person a turn.

II-27

Provide a simple story but leave contraction spaces blank. Provide a word bank of contractions at the bottom of the page. The player must choose which contractions to put in the spaces.

II-28

Describe the apostrophe as a place holder for letters left out — much as we put in a spacer for a missing tooth. Write the full words to be contracted on the board (cannot, they will, etc.) as part of a sentence.

Example: I will not come to the party.

Ask the student to read the sentence. Then ask him to repeat it without looking at it. (The student will probably vocalize the contraction.) Point out that often in speech and sometimes in writing, we leave out certain letters. But every time we leave something out, we must put an apostrophe in that place.

Example: We cannot write - "can t." Have the student tell you which letters are left out. Let him insert the apostrophe.

Then let the student make up two or three sentences using the contraction. Help him write these sentences on paper. Have him read the completed sentences aloud. Repeat reading during the following session.

Prefixes, Base Words and Suffixes

II-29

Word Building

Learners make words by combining prefixes, base words and suffixes, manipulating parts of words.

Provide three piles of cards — 12 cards in each pile.

Print a different prefix on each card in pile #1.

Print a different base word on each card in pile #2.

Print a different suffix on each card in pile #3.

Use different color markers for different piles.

Example:	Pile #1 — Prefixes: extra-, pre-, dis-, de-, super-, un-, anti-, over-, under-, inter-, re-
Example:	Pile #2 — Base Words: treat, freeze, tie, bake, act, view, pay, help, employ, agree, manage, construct
Example:	Pile #3 — Suffixes: -able, -ly, -s, -ed, -tive, -less, -ing, -ment, -er, -tion, -ful, -or

Students should first be taught meanings of all prefixes, suffixes, and base words

Place the pile of base words face down on the table. To the left, place the pile of prefixes face up in a row. To the right, place the pile of suffices also face up in a row.

The first player picks up a base word, reads it aloud, and places it face up on the table. She then makes all the words he can by placing the appropriate prefix and suffix cards next to the base word, reading them aloud.

For a base word ending in "e", cover the "e" with the suffix card to show the spelling change. Example: "give" plus "-ing" equals "giving" (cover the final "e" with the "ing" card)

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 88)

II-30

Double Dealing

Provide three piles of cards. Print sixteen simple base words on one pile. Include some which require doubling the final consonant when a suffix is added. Examples: ship, swim, sing, land, wind, flat, fit, run, big, sun, red, mad

Print sixteen suffixes on cards in the second pile.
Examples: -est, -iest, -ness, -ing, -er, -ly, -en

Print the final letter of each of the base words. Example: t, d, m, g, n, p

Put the final letter cards face up so all are showing. Put the base word cards and suffix cards face down in piles.

Players take turns drawing cards from each pile to create words. Example: the player turns over top cards in the two face down piles and picks up "swim" plus "ness." The player must decide if she can make a word. If not, she puts the suffix card on the bottom of the suffix pile, face down, and chooses another suffix card. The player continues until she finds a correct suffix.

The player then must decide if she needs an extra consonant (from the final letters cards). In this case, the player will need an "m" card when she finds a suffix to match "swim." If she makes a correct choice, she gets the point. The play now passes to the next player. If the player states that a choice she made is correct when it is incorrect, she loses a point and play passes to the next player. The player with the most points wins.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 90)

II-31

To teach the suffix "ful", begin with defining the vocabulary word "full." Discuss how English adapts over time (words shortened and spellings changed). Explain that "-ful" and "full" have the same meaning. Give the example, "full of beauty" = beaut-i-ful. Elicit examples from the learner and begin listing on a notebook page. The learner can add words with this suffix as they are recognized. The learner will then read this vocabulary list a number of times until familiarity is established. The list can be kept in a reading notebook which he retains for review and reference.

II-32

Give the student examples of base words ending with "e" and the same base word with "-ing" written underneath. Point out that we drop the "e" when we add "ing." Have her practice writing "-ing" words. Alternately, present her with words ending in "-ing" and ask her to write the base word.

Examples:	make	making
	stride	striding
	chide	chiding

II-33

Give the student examples of silent "e" words. Explain that when a base word ends in a silent "e", drop the "e" before adding a suffix which begins with a vowel. Go over examples and have the student write suffixes to the base word. Alternately, present words with such suffixes and have the learner write out the base word. Use suffix "-ed" to start.

Examples:	evade	evaded
	judge	judged
	grope	groped

These exercises should be practiced over time without too much drilling.

Spelling

II-34

Spelling competency results from visual images of words — not from repetitive drill. That is why good readers are generally at least good, if not excellent, spellers. Do not focus on spelling at this point. Teach reading.

II-35

Teach sounds with one or more spellings only one pattern at a time. For example:

Teach deep, keep, sleep in one session.
Teach reap, leap, heap in another session.

Some learners who have trouble rhyming ending sounds will do better at building word families using initial sounds.

Word Endings

II-36

Explain that when a word ending in "y" is made plural, the "y" changes to "i". Examples:

daisy — daisies
remedy — remedies
victory — victories
story — stories

But when a word ends in a vowel plus "y", add "s".

Examples: attorney — attorneys
survey — surveys
key — keys

II-37

Provide sentences written in the singular, using nouns ending in "y." The learner rewrites the sentences, changing singular nouns to plurals.

Example: Carol picked a daisy.
Carol picked some ________________.

II-38

Point out the similarity in sound between the long "i" and short "y."

Ask the learner to find a word ending in "i" in a text or newspaper. (Note that such words are extremely rare and usually of foreign origin or in proper names.)

Make a list of words that end in "y" using suggestions by the learner: happy, beauty, silly, busy, etc.

Point out that these are base words or words on which other words are built.

Ask the learner to suggest words that come from these words as you write them directly under the base word.

Examples:
happy: happiness
beauty: beautiful
silly: silliness
busy: business

Show the learner what happens to the "y" and note the shortened sound.

Use this list to begin a page in the learner's notebook to which he adds words ending in "y" and derivatives as they are recognized.

Syllabication

II-39

Point out that every syllable has a vowel sound. Prefixes and suffixes are separate syllables. Syllables are usually divided between double consonants. Point out examples as they come along.

II-40

Tic-Tac-Toe

Make a grid pattern on the blackboard and fill in spaces with words to be practiced. This can be used for many language studies: for example, syllabication. The class is divided in two teams: Team X and Team O. The first person on Team X reads a word out loud and tells how many syllables it has. If correct, you mark an X in that space. Team O does the same. The teams take turns until one team wins by getting three words in a row (horizontally, vertically, or diagonally). Rules can vary: must use word in a sentence, must provide plural, etc. Learners can write their own Tic-Tac-Toe games. Words can be used from language experience stories, grocery advertisements, etc., and then played in pairs, exchanging games.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 67)

Word Order

II-41

Question and Answer Strips

Provide two piles of paper strips. One pile has questions; the other has answers. For example:

Q: What did you do last night?
A: Last night I did some laundry, played with the kids, and watched TV.

Q: What are your plans for the future?
A: I want to get a better job.
A: I want to get married and have a family.
A: I want to lose weight.

Each person receives a question strip and then tries to find an answer strip for their question. They read the questions and answers aloud.

Step 2: Each person chooses a question strip and then must write an answer under the question.

Step 3: Each person chooses an answer strip and then must write a question above the answer.

Alternative Game 1: Students can dictate answers or questions to you if their writing skills are not developed enough.

Alternative Game 2: Put question and answer strip piles face down on the table. Students pick one from each pile and read them aloud. If they do not have a match, they put strips down, face up. The next student draws from the face-down pile and can match also from the face-up strips. Continue until all matches are made.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 70)

Possessives

II-42

Provide a simple story in which the possessive forms are listed in a word bank below the story. The learner must rewrite the story substituting the correct possessive form from the word bank for the underlined words in the story.

Story Example:

Jane went to the store. She took her _______________ paycheck with her. She was going to buy groceries. But the ______________ line was very long. She went to her _______________ house. At _________ house she borrowed some food for dinner. On the way home, she lost her _______________ paycheck. She had no groceries and no paycheck!

Word Bank:

husband's
cashier's
friend
Mary's

husband
friend's
Mary
cashier

II-43

Provide two piles of short sentence strips on which possessive forms have been printed as follows:

The ball is John's.
This is Sandra's house.
The bone is the dog's.
Is this Bill's car?
Can you find Jane's keys?

Use the learners' names and appropriate context for sentences. Mix up each pile of sentence strips. Learners must pick a strip and read it aloud. The object is to make pairs of strips.

Learners take turns choosing a strip from each pile. They discard non-matching strips in a discard pile. A player may pick a strip from the discard pile if she does not get a pair. The object is to see who can match the most pairs.

III. PHONIC ANALYSIS

Letter-Sound Associations

III-1

Make an index card for each letter/sound.

Write lower case and capital letters.

Say the letter's name; ask the student what the letter is.

Say four words that begin with that letter, telling the student to listen for the beginning sound.

Say those same words one at a time; ask the student to repeat each word.

Add other words with the practice consonant in later lessons.

III-2

Use associations whenever possible. When teaching a letter, for example, have the learner think of words which begin with the letter (s: sun, sand, sit.) Have him choose one of the words as his key word for the letter. Teach him the sound of the letter. Tell the student various words with and without the beginning consonant sound and see if he can discriminate.

III-3

Ask the learner to place her fingers gently against her mouth to "feel" newly introduced letter/blend/diphthong sounds. The student voices the sound several times, then repeats teacher-suggested words containing the sound.

III-4

Dominoes

Make 40-50 cards from index cards cut into thirds. Each card should have a line drawn down the middle with a word on each side. Example: car/cement, cut/copper, cigar/traffic. Each word must have only one letter "c" in it. Some sound like /k/, some like /s/. The position of the sounds can vary: sometimes use two /s/s, sometimes two /k/'s.

Each player draws seven cards, face down, from the pile. Players can look at their own cards but no one else's. The first player puts a card, face up, on the table. The next player must lay down a card next to one of the two words on the card. The two words that touch must have the same sound of the letter "c" in them. Example: Player #1 puts down car/cement card. Player #2 puts down cigar/traffic card with "cigar" touching the "cement" side of the first player's card. Player #3 continues to add card with the same sound as one available to touch. Players continue building onto the domino. If players do not have a word that fits, they draw from the pile until they find one. The first player to get rid of all his cards wins. Many variations are possible.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 66)

Consonant Sounds

III-5

Call out a word and ask the learner to identify the beginning consonant. Use words from stories. Start and finish the lesson by reading the passage such as the language experience story or environmental writing from which the words came. This should be the case with all phonics instruction.

III-6

Learners can also practice in pairs. The learner can select a word from his story or a word such as his name or street and ask his partner to give the beginning sound.

III-7

Add a Word

Provide large sheets of paper on which grids have been drawn. A word bank is provided at the bottom of the paper. The first person chooses a word from the word bank and writes the letters of the word in a square of the grid. She announces to the group the initial consonant letter and the word. Player #2 must choose a word from the word bank which will begin with a letter in the first word. Player #2 also announces the word and the initial consonant and writes it in the grid spaces under the letter in the first word which is the initial consonant in his word. Play continues until all possible words have been used.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 93)

III-8

Anagrams

Material: Anagram commercial game or small pieces of wood, cardboard, or paper

The class can use a commercially produced Anagrams game or obtain small pieces of wood, cardboard, or paper, each with one letter of the alphabet printed on it. There should be about ten for each vowel and 5 - 10 for each consonant.

Place two piles of letters, face down on the table. One pile is for vowels, the other for consonants. The first player takes one tile from each pile, puts them face up, side by side, and pronounces them. The next player does the same, adding new tiles to those already face up, and pronouncing new tiles as well as old ones. Players keep adding to the nonsense words being produced. Anagram tiles can also be used to create words in various categories: example, make "fate" out of "fat" by adding silent "e."

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 62)

Vowel Sounds

III-9

The Vowel Board

Use a roll of newsprint or large sheets of construction paper to make a path of squares. On each square, print a one-syllable word which has a long or short vowel sound. Provide a pack of 10-15 direction cards. Examples: "Go to a word that sounds like `cat'", or "Go to a word that sounds like `fish'." One card should say, "Go to the Finish Square." Direction cards are put face down in a pile next to the board. Each player gets a marker: a button, coin, etc. Players take turns drawing from the pile, reading directions aloud, moving markers to the appropriate square. The player who draws "Go to Finish" wins.

Alternative: This game can be used to teach many other skills. For example, make cards with sentences omitting punctuation. The players must move their markers to appropriate punctuation marks on the board. They get points for moving to the correct square.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 64)

III-10

List the vowels across the top of a page (as if heading columns).

Ask the student to give the names of letters.

Tell the student that when a vowel says its name in a word, we call it a long vowel.

Give an example for long "a," writing it under the "a" column and pronouncing the word as you write it.

a
day

Ask the student for an example; add it to the column.

a
day
play

Repeat with other vowels, one per day.

Word Families

III-11

These are groups of words that have similar spelling and pronunciation. Members of a single word family rhyme.

Use word families as tools to teach a specific skill or as an extra activity to emphasize skills you are teaching, but do not focus on these too much as the learner needs to be reading for meaning.

To teach, first select a simple, one-syllable word from the learner's sight word vocabulary: man, for example. It is important that she learn the first word in the word family as a sight word.

Print "an" in the upper left-hand corner of a card, and the letter "m" in the upper right-hand corner of another card.

Place the two cards side-by-side to make the word man.

Ask your learner to read the word.

Print a "c" in the upper right-hand corner of another card, and place it so that the "c" covers the "m" to make the word "can."

If "can" is not one of your learner's sight words, explain that c-a-n spells "can." The learner should say the word while looking at it.

Print an "f" in the upper right-hand corner of another card, and place it over the "c" to make "fan." Have your learner read it.

Tell your student that these words rhyme. Give a few examples of rhyming words so she can hear the end similarity. Ask for another word that rhymes with "man." Write the word. Show your learner that it looks like the other words.

Print these four words in vertical order on a card:
man, can, fan, tan.

Ask the learner to tell you what is the same (alike) and what is different in these four words.

Emphasize that the "an" remains the same. These four words belong to the "an" family.

Add new words in the "an" word family from later readings to the card set.

Have the learner use these words in sentences to check for meaning.

(Source: adapted from Hakanson & Gunderson, 1986)

III-12

Draw glasses around the double "O" in "look" to lock in sounds. Then build a word family: look, book, nook, took, etc. Have the learner keep a word list in his/her notebook.

III-13

Some students who have trouble with rhyming ending sounds will do better at building word families using initial sounds.

III-14

Build word families in the context of reading rather than as an isolated exercise. For example, the student cannot read "shook". On a piece of paper, write "cook"; the student reads; write "book"; the student reads; write "took"; the student reads. Then write "shook".

III-15

In a small class, give an example of a word family (example: at) and a word in that family (cat). Have each student give an example in turn of another word in the word family. Continue for several rounds or until they run out of words.

Digraphs and Blends

III-16

Make a set of cards with the digraph, a word that begins with the digraph, and a picture of the word. Example: "ch", "chair", and a picture of a chair.

Introduce the sound and the word on each card. Then pronounce other words and have the learner point to the card that stands for the sound he hears at the beginning of each word. Example: pronounce "chimney." The learner should point to the "ch" card.

As the learner progresses, use cards with only the digraph and no picture.

III-17

Phonics Board

The "wh", "sh", "ch", and "th" parts of the words are left blank. Example: under a picture of a shoe, this appears: ___oe. Other examples: ___eel (picture of a wheel) ___ale (whale) ___eep (sheep) ___in (chin), etc.

A game board with a path of squares is used. Half the squares should be blank. Half should say, "Pick a Card." Players choose a card from a box after rolling the dice and landing on a "Pick a Card" square. The player must write the correct letters in the blank space on the card which is then placed in a discard pile. The first player to reach the end of the path wins. When a player lands on a blank square, he must read aloud all the cards in the discard pile. If he does so correctly, he gets another roll of the dice. This game can be used to teach other special sounds.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 91)

III-18

In a small class, give examples of the consonant digraph (example, "ph"). Have each student in turn think of as many words as they can with that digraph.

Alternative: Have students write as many words as they can think of using the digraph. Set a time limit of about two minutes. Then have the students read their words in turn.

III-19

Put each blend on an index card and a picture of something that begins with each blend on another card. The learner identifies the picture and then picks out the blend card that matches.

sw
br
sn
sm
sp
gr
sl
pl
fl
cl
bl
gl
st
tr
fr

III-20

Teach digraphs and clusters after the learner knows the consonant sounds which make these up. Digraphs are easier than blends.

III-21

Use visuals.

Examples: spr — a spring from a ballpoint pen
str — a piece of string
tch — a watch

Ask the student to identify the visual's name. Write it on the board or on paper. Isolate the blend using a 3 x 5 card. Ask the student to pronounce the blend in isolation. Help him identify other words with that blend. List those words on the board or paper under the key word.

III-22

In a small class, give examples of the blend (example, "bl"). Have each student in turn think of as many words as they can with that blend.

Alternative: Have students write as many words as they can think of using the blend. Set a time limit of about two minutes. Then have the students read their words in turn.

III-23

Provide a list of "ck" words. Examples: pick, peck, cock, hack, mock, socks, deck, back, dock, Jack, knock, tick, tock, clock, flock, lock, rock, wick, lick, luck, etc.

Provide sentences with blanks.

Learners are to find the correct word and fill in the blank.

Jane _______s some flowers.

The hens and chickens were _______ing at the grain on the floor.

The rooster crowed _____a doodle doo early in the morning.

He looked down at his feet and saw that his ______ did not match.

Read the word bank words first and have the student discuss their meanings.

III-24

Final Sound Bingo

This is one of many possible variations of Bingo, which can be used to practice many skills. This one is for recognizing final sounds. Have a bingo board for each learner with words on it. Boards must not be identical. Have cards with the same words printed on them. Each player has a board and chips. Cards are put in a box. Players take turns drawing cards. They must read the card aloud. If the player has this word on a card, she places a chip on the card. When the player has four chips in a row, she says "Bingo". Some words should be similar but have different final sounds: ex., sign, signs, sigh, sight.

Alternative: learners can make their own Bingo boards and cards, practicing writing and spelling as well as reading and listening.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 63)

III-25

Select words with "ee" (see, knee, green, seen) to make a list. Underline the "ee", noticing that it says its own name ONCE, not twice.

Provide the student with several sentences containing "ee" words. Let the student read these sentences silently, asking for help on any word not recognized. Then ask her to read sentences aloud.

III-26

Consonant-vowel-consonant (CVC) words must rely on the consonant sound because of the variance in short vowel voicing. A pattern list of each vowel on a 1 x 6 strip of paste board or on a 3 x 5 card can help. Make one of these for each vowel demonstrating the variety of short sounds, including common diphthongs.

Short a	hat	can
Short o	hot	fog
Short e	pet	beg
Short i	did	his
Short u	cup	put

Hold the card under the word to be read; voice the sound on one word on the card; try it in the word to be read; if unsatisfied with the result, try the second sound.

Silent Letters

III-27

Vowel-consonant-marker (silent "e") words can be grasped by beginning with common sight words such as "like", "love", "come". Point out that we do not hear the "e". Write these words and let the learner slash through (cancel) the "e" sounds as he reads the word.

Emphasize that the final "e" is usually not voiced. Demonstrate that frequently in words with silent "e", the previous vowel is long, but do not emphasize this. There are too many exceptions.

III-28

Point out that over the centuries all languages change. Discuss how we sometimes shorten names to nicknames, how we sometimes look for an easier way to say a difficult word. For example, a baby learns to say "Mama", not "Mother". Sometimes combinations of sounds in words from long ago were found to be difficult to say, so to make things easier, we made the sounds more manageable but kept the old spellings.

Say the "k" and "w" sounds in isolation.

Ask the student to pronounce those sounds one after another.

Discuss how difficult that is to do smoothly, and point out that for that reason, we no longer pronounce the "k" in that combination.

Start with the word "knee". Slash through the "k" and pronounce the word for the student. Then let the student say the word. Use three more words (example, know, knew, kneel) in the same way.

Let the student dictate a sentence using each word. You write the sentence and have the student read it.

The same process can be used with "wr". Words to use: write, wrong, wreck, wring.

III-29

R-Controlled Words:

Tell the student that "r" is a robber. It will not let the vowel sound in front of it alone. It makes the vowel say the "r" sound, too. Give examples: car, fur, dirt, her, or

III-30

Crossword Puzzles:

There are many different uses of crossword puzzles. The teacher can use them to teach any language skill by designing her own puzzles. There are also crossword puzzles for beginning readers available in book form. Also complete programs are available.

Example: to teach short vowel sounds and final "ss" and "ck" sounds

Down words:

2. short for Massachusetts
3. I saw her _____ the movie
12. Give me a hug and a ____
16. How are you? I'm _______.

Across words:

2. A _____ shows you where to go.
5. I smell a ____.
9. He feels _____ to his stomach.
13. She lost her shoes and _______.

Give learners copies of a puzzle, and then work through it yourself either on the blackboard or on an overhead projector, letting learners call out the words.

You can also make up puzzles to practice special words such as sight words. A word bank should be provided which contains all the words used as well as extra ones not used. Learners can pick words from the bank for the puzzle.

(Source: Adapted from Kennedy & Sarkisian, p. 92)

III-31

Circumflex O (/aw/)

Provide a word bank of words containing the sound of circumflex O:

awful
lawful
crawl
claw
saw
draw
jaw
paw
raw

Provide Cloze sentences (sentences in which one word is left out) to the learners. They must fill in the blanks.

Yesterday I ______ a pretty sunset.

Tom has a headache. He feels _________.

John never committed a crime. He is a ________ person.

The baby was learning to _________________.

That crab has a big ___________.

Michael is a good artist. He likes to ___________.

The boxer punched Jim in the _______.

The puppy was limping. He had a sore _________.

Dipthongs

III-32

Provide a word bank of words containing the /ow/ dipthong:

cow
allow
now
vows

now
how
wow

Provide a Cloze activity: provide sentences with blanks. Learners are to fill in the blanks.

The brown and white ______ was eating grass.

Will your boss ______ you to take a day off work?

The singer gave a _____ to the audience when they clapped.

Would you like to go to the store _____?

The couple exchanged their wedding _____.

Everyone said _____! when the firecrackers went off.

III-33

Provide a few sentences with /oi/ and /oy/ words and have students circle the words they find. Then they can make a list.

III-34

Provide a word bank of /oi/ and /oy/ words.

boil
coil
foil
spoil
noise

Provide Cloze sentences (sentences in which a word is missing). Have students fill in the blanks.

As the kettle began to _____, it made a hissing noise.

The cowboy had a ________ or rope in his hand.

Use some aluminum ________ to cover the cake.

Put the milk in the refrigerator or it might ________.

The thunder made a frightening __________.

Only a few sentences should be done at one time. Before filling in the blanks, go over the word bank with the learner and discuss the words and their definitions.

III-35

Provide Cloze sentences (sentences in which one word is missing) and have students fill in blanks.

Word Bank of "oy" words:

- boy
- toy
- soy
- royal
- joy
- Roy

The little _______ looked just like his father.

When she won the lotto, she was filled with _________.

Princess Diana is a member of the British _________ family.

I gave my baby a cute little ______ for Christmas.

I like to put ____ sauce on my Chinese food.

A favorite western movie star was _____ Rogers.

Discuss the word bank with the learner. Let him tell you what the words mean.

III-37

Schwa:

Explain that the "schwa" sound occurs when a vowel is slurred in pronunciation between consonants. This is one of the harder sounds to discriminate but it sounds like "uh" and is usually in the unaccented syllable. Give learners a list of such words: pencil, lentil, giant, dozen, cousin, mental, pliant, client, frontal, rental, etc. Learners pick out which words rhyme with each other and/or have the "uh" sound. Also point out this sound when reading, but it is not necessary to achieve mastery of this sound.

III-38

Spelling Game:

The first player says any word aloud. The next player must spell that word. You write the word on the blackboard. The next player must say a word that begins with the final letter of the word. The following player must spell that word. Again, write the word on the blackboard. The following player must come up with a word that begins with final letter, etc. If a player misspells a word, he is out of the game. The last person left is the winner. A printed word bank will help students make choices and can limit words to short ones already encountered.

Generalizations

III-39

Explain what a vowel is and have learners memorize "a", "e", "i", "o", "u" and sometimes "y". Learners practice writing and pronouncing the vowels. Explain that when a vowel is long, it says its own name. When a word has only one vowel at the end of the word, it is usually long. Give examples: he, she, hi, go, you. Learners will practice writing these words in fill-in-the-blank sentences. Provide them with a word bank and go over the words first.

III-40

Explain that in most two-syllable words, the first syllable is accented. Make a list of two-syllable words taken from his language experience stories. The learner will first learn to read words on the list and will then read them in the context of his story.

III-41

Explain that "-ture" and "-tion" are unaccented if they are the final syllable. Provide and read over such words, drawing from language experience stories or printed material in context whenever possible.

Examples: furniture, station

III-42

Compound words are often taught as sight words. Explain that some words are formed by combining two or more words.

Demonstrate some examples on the board.

Explain that compound words are often accented on the first syllable. You and the learner make a list of some compound words taken from reading material and read over.

Examples: blackboard, playpen, lampshade, schoolyard

III-43

Tell the learner the first part of some compound words and let her finish the word to make it into a compound word.

Examples:

air ____________________
home __________________
bath ___________________
some __________________

IV. COMPREHENSION DEVELOPMENT

Reading in Context

IV-1

Dialog Strips

Print a dialog on strips of paper. Mix them up. Everyone in class gets a strip. The task is to make meaningful dialog from ordering strips in correct sequence.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 44)

IV-2

Ask the learner to skip an unknown word and finish the sentence when reading. The meaning may become clear.

Have the learner re-read the preceding sentence, the sentence containing the "mystery word," and the following sentence. Meaning develops.

Encourage the learner to define the meaning of a new word in his own words.

IV-3

Matching Pictures and Sentences

Provide a set of pictures from magazines, and a set of sentences printed on strips of paper, one sentence for each picture. Each person chooses a picture, then finds the matching sentence that describes it. Or he alternately chooses a sentence strip and then finds the picture to match it. Pictures and sentences can be chosen so that they tell a story. After learners match sentences and pictures, they must put them in order to form a story.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 68)

IV-4

Twenty Questions Variation

Demonstrate by writing a few clues on the board about an object in the room. Example: "I have four legs. I am brown. People use me everyday. What am I?"

Learners answer, "a chair."

Then each learner silently picks out an object, or a person and writes a few clues on a piece of paper. Each player then takes turns reading her clues aloud to the class who must guess what the object is or who the person is.

(Source: Adapted from Kennedy & Sarkisian, p. 105)

Language Experience Stories

IV-5

The beginning student dictates a sentence or story to you. To get it started, ask the learner questions such as, "What did you do yesterday?" Write what the student says neatly, word for word. Use correct spelling but do not change the grammar the student uses. If the student seems to have vision problems or is unclear about directionality, double-space and leave extra space between words. One to three sentences are enough for a start.

Read the story to the student. Then have the student read it to you. This can be done several times until the student is comfortable with his reading.

Let the learner copy the sentences.

Reread the story frequently. Use words from the story to teach as sight words, writing them on index cards.

This activity is motivational because the student is reading his own words and thus "owns" the material.

IV-6

Ask students to read from material written by other literacy students.

Retelling and/or Summarizing

IV-7

Retell and/or summarize previously read printed matter. This is an activity in which lower and higher level students can participate together. After the story is retold, ask specific questions. If the student cannot read the passage, read it to her and then have the learner retell it and answer questions.

IV-8

All learners read some news story of their choice. Beginning readers can read a student newspaper or one rewritten by you. (The learner and you can read in tandem.) Each learner then shares his news with the others.

This is great for a beginning reader's self-esteem to be the authority on a really interesting story that others in the group want to hear.

IV-9

Read and retell jokes.

Predictions

IV-10

Ask the learner to follow a comic strip for a few days. Then the learner writes down predictions about what will happen next in the strip. Compare predictions to what actually happened.

IV-11

Give learners pictures which show action and unusual characters. Each learner studies his picture and then makes up a story as a group. The first player says, "Once there was . . ." and tells about his picture. Write the sentence on the board. The next learner continues ". . .and then," and adds from his picture. Continue to write sentences on the board. When everyone has added to the story, read it aloud to the learners and then encourage the group to read it together aloud.

As skills progress, have students pass around a large piece of paper and write their part of the story on the sheet.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 102)

IV-12

Cut interesting pictures from magazines, calendars, etc., and put into a file. Show the learner a picture. Ask "who, what, when, where" questions. The learner dictates or writes down his interpretations of the picture and reads back what was written. The learner discusses what occurred just prior to the picture and predicts what might happen next. Then he dictates or writes a story about the picture.

IV-13

Read a very short, open-ended action story. Have the learners verbalize, dictate, or write their predictions of what will happen next.

While reading to, or assisting the learners in reading, stop and ask what they think is going to happen next. Ask literal and interpretative questions.

IV-14

Read adult literature to learners as they follow along with a copy. This works with excerpts from books you have already read. Supply details to introduce the reading and information about what happens later in the story. A series of excerpts builds up suspense and interest in the next reading. Each excerpt should be no longer than 200 words or three or four paragraphs.

Read with enthusiasm and good acting technique. Let the learners thrill to the power of literature as they follow along.

The learners save their copies to be reread and share outside the classroom if desired.

IV-15

Occasionally, read an interesting piece of material to the students, using much expression. Such modelling reinforces that reading is for meaning.

IV-16

Story Telling:

Keep this relevant to the student's way of life, experiences, vocabulary, etc.

Begin a story with a sentence which you say, write, and then read.

The learner then reads (with prompting) the sentence.

The learner supplies the next sentence and you write it and read it.

The learner reads (with prompting) her own sentence.

Supply the next sentence.

Eventually, the learner may begin writing her own sentences.

OPTION TO ALLOW INTERACTION WITH CLASS OF VARYING SKILL LEVELS:

When her confidence level is reached, the learner reads the story to others and asks for suggested endings.

The story can be published and distributed to the class.

If a learner encounters an unrecognizable word, ask her to see if there is any group of letters she recognizes. Ask her to slashmark that group (or isolate with two 3 x 5 cards). Then build on sound recognition around the recognizable part.

Begin this process with compound words, then with affixes.

Use context clues.

Once the word is pronounced by the learner, have her copy it to a new word list in her notebook.

Context

IV-17

This activity is for students who have already learned to read and write their own stories. Erase some words in the story, leaving blanks (about every 10th word to start.) The learner must fill in the blanks. Gradually erase more and more words. All verbs could be erased, for example.

Dictation

IV-18

The student develops and dictates a word list utilizing a new sound. You write the list as it is dictated. Let the student copy the list. Have her read the list and develop sentences utilizing the words. You write the sentences. The student then reads the sentences orally with prompting.

IV-19

Recipe

The learner orally gives directions for one thing he does well. This could be preparing a particular food recipe, but could also include topics such as how to change the oil in a car, how to diaper a baby, etc.

Assist the learner to write each step on a 3 x 5 card.

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The learner reads and arranges the cards in a good working order.

The learner transfers the directions to a single sheet of paper.

This can be published for other class members who may be independently working on a similar project such as a writing assignment.

Identifying Meanings

IV-20

Calendar Monopoly

Materials are dice, chips or other tokens: 15 for each player plus 50 for the bank. You will also need a different marker, such as a button, for each player and a very large calendar for the current month. You also provide a pack of 3 x 5 cards, each with a message on it for each day of the month.

There are three types of cards: special date cards, bad news cards, and good news cards (write messages in different colors to differentiate them).

Examples of red cards: (special date cards) pay day card, birthday card, any holiday occurring that month card.

Blue cards (bad news cards): "You burned the dinner." (lose two chips), "You were late for work." (lose three chips), "You caught a cold." (lose three chips), "You lost your wallet." (lose five chips), "You missed the bus." (lose two chips), "You lost your keys." (lose six chips).

Yellow cards: (good news cards): "You won the lotto." (pick up ten chips), "Your boy/girl friend called you." (pick up five chips), "You saved money at a good sale." (pick up four chips), "You lost five lbs." (pick up five chips).

Each player starts with 20 chips. Each player's special marker is placed on the calendar before the first of the month. The first player rolls the dice and moves to appropriate date (example: he rolls a "6" and moves to the 6th of the month). He then picks up the card for the 6th of the month and follows instructions, reading the card aloud. (Place cards on calendar dates beforehand.)

If a player rolls a lower number on the dice than he had before, he adds it to the number he is currently occupying. Example: if player #1 rolls a 6, then rolls a 3, he adds the 3 to the

6 and moves to the 9th of the month on the calendar. The player who has the most chips at the end of the month wins.

Alternative: Once a player has landed on a date and used that card, replace the card with a different one for the same date. At the end of each round, when each person has played once, stop the play and ask, "What happened this week?"

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 81)

Printed Materials

IV-21

Read the names of colors from a clothing catalog or advertising flyer, preferably from a place in which the student might shop. Real life text gives meaning! Prepare a mock order with student filling in "color" designation on form.

IV-22

Picture Book

Have the learner make a book with pictures taken from environmental print such as advertisements. Include logos and words. Have the student read the book and add to it periodically. This reinforces the concept that the student can already read.

IV-23

Menu

The learner or you brings in a real menu from a restaurant she frequents. Build a vocabulary list of "new" words as student "orders" a meal from the menu. Choose a different meal each day for a week.

IV-24

Children's Literature

Practice reading in children's books on the premise of learner's reading to his own children or grandchildren.

IV-25

Homework Assignment

Each day the learner can bring in something she would like to read — label, ad, mail received, recipes, manuals, letters, comics, children's books, poems. She will copy the material and then read it aloud with you reading aloud also. A word bank card can be kept of any difficult words.

IV-26

Directions

Write notices and directions for daily activities on a board or posted piece of paper. Allow the student time at the beginning of each session to read these directions silently. Check for understanding. Only read TO the student those items he has not understood. Then allow the student to reread those items to you.

Answering Questions

IV-27

Who, what, when, where and why questions become routine when introduced with newspaper articles. Generally a reporter answers these questions within the first two paragraphs.

Prepare a form:

1. Who is the main person in this story?
2. Where did it happen?
3. When did it happen?
4. What happened?
5. Why did it happen?

Tell the learner that these are the questions a reporter answers right away because the newspaper reader is in a hurry and wants the answers. That way the reader decides if he wants to read the whole article. (Point out that hardly anyone reads everything in the paper — only what they are interested in.)

IV-28

Read the lead paragraph of an article to the learner.

Ask the learner to read along silently.

Ask the learner verbal questions.

Ask the learner to fill in the above form with assistance (#27).

Repeat this exercise over a period of a week.

Then, explain that this same information is usually used in stories, but sometimes we have to dig further into a story to find all the answers. Introduce a very short piece of fiction at learner's reading level. Keeping the form with questions at hand, allow the learner to read and indicate if she finds the answer to ANY of the questions. When she finds an answer, assist her in putting it on the form.

IV-29

Use daily newspaper lead paragraphs to answer the five W's: who, what, when, where, why.

IV-30

Point out that "why" is a most frequently asked question by learners in general and children in particular and that children are rapid and voracious learners. Ask the learner to relate any event he has experienced that day. Search for the "why". Repeat with several other events. Write the sentence on a chart or blackboard.

Example: I took the bus to school.

Why? Because I have no car.

Why? Because I don't have a driver's license.

Put a blank sentence on board:

_________________________ because ____________________.

Help the learner dictate a logical sentence. Fill in the blanks on the board.

IV-31

Sentence Building

Provide action pictures of people engaged in various activities. Show a picture and ask questions such as, "Who is this?" "What is happening?" "Why are they doing that?" "When is this happening?" "Where are they?", and write the learners' answers on the board. Point out capital letters and the punctuation at the end of sentences.

Each learner chooses a picture and answers the same questions. If learners can, they write answers on the board. Otherwise, they copy the teacher's writing. The learners can write a short story as they progress.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 98)

IV-32

Provide books of fictional stories written at third grade level for adults (see Appendix B for list). Using the illustration and title as cues, ask the learners to predict what the story will be about. At the end of the story, ask cause and effect and main idea questions to check for comprehension.

Synonyms, Antonyms, Homonyms, Homographs

IV-33

A synonym is a word having a similar meaning to another word. Provide a word list of common synonyms and begin to build a word bank.

An antonym is a word which means the opposite of another word. Provide a word list of antonyms and begin to build a word bank.

A homonym is one of two or more words that have the same sound and often the same spelling but differ in meaning.

Provide a list of homonyms and build a word bank.

A homograph is a word that is spelled the same as another word but differs in meaning and origin and may differ in pronunciation. Provide a list of such words to build a word bank.

Students will learn to use all the above in written activities which will provide them with a word list of examples. They will then find the appropriate synonym, antonym, homonym, or homograph to replace underlined words in sentences.

These should not be taught at one time. Point them out as they come along in readings. Ask students to think of synonyms, etc., for words in sentences.

Multiple Meanings

IV-34

Provide a list of multiple meaning words: conduct, arm, beat, dish, fast, gin, jack, lead, man, train, and a collection of pictures illustrating both meanings of all words. The learner orally says a sentence for each picture using the correct word and pronunciation.

Pronoun Referents

IV-35

Provide sentences with the nouns underlined. Learners will replace the underlined nouns with the correct pronouns. This can also be done in reverse using a word bank to refer to for correct noun replacements.

Cause and Effect

IV-36

Provide newspapers for learners and choose a news article about a local event or happening such as a story about a car accident. Read the article aloud while learners follow along. Ask the learners what took place, what was the cause, and what was the effect of the cause. Learners can then volunteer their own cause/effect stories.

Implied Main Idea

IV-37

Provide newspapers for learners and choose an editorial or a column from the opinion page. Read it aloud while learners follow along. Lead a discussion of the piece asking learners to volunteer their own ideas of the content. The discussion can include questions concerning what the most important idea is and what facts help support or illustrate the main idea. Ask them if there is anything else going on.

IV-38

Word Categories

Make piles of index cards for categories of words (examples: possessives, contractions, plurals, -ing words, etc.) Learners draw cards in turn from each pile. They must form a sentence using the words on the cards they have drawn. This can be played as a team activity. Form two teams. If one team cannot make a sentence, the other team gets a chance to do so. Team members may confer with each other. There can be piles for nouns, verbs, punctuation marks, etc. Learners must orally supply missing words necessary to create a sentence.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 28)

V. WRITING DEVELOPMENT

Alphabet Letters

V-1

If a word normally appears in capital letters, have learners print it that way. Otherwise, begin with lower-case letters. What the student is learning to read is usually in printed rather than cursive form.

Explain that proper names are always capitalized.

V-2

Have 3D or sandpaper letters available, especially for those learners with reversal problems.

Provide several kinds and sizes of writing instruments when practicing the printing of a letter. Encourage the learner not to erase. Instead, try several times and choose one he "likes best." Keep samples so the learner can later see his improvement.

V-3

Write sentences on strips of paper and cut each sentence into separate words. Give the learner the words and she arranges the words into a sentence and writes down the sentence, capitalizing the first word.

V-4

Use more than one sense whenever possible and frequently. For example, when learning a new letter: let the student hear it, say it, trace it on paper, copy it, write it in the air, write it with chalk, trace it on a rough surface such as sand, shape it with modelling clay, trace it on the board with his finger.

V-5

Print letters, numerals, or name, address, telephone number, zip code, social security number on a sheet of paper. Have the learner place a piece of paper on this and trace. Instruct the learner about where to begin each number or letter.

Point out that proper names are capitalized.

V-6

Discuss and model the proper way to hold a pencil.

Older students with poor vision may have difficulty seeing light blue lines. Darken the lines of one paper and make copies. Some learners need wider spaces.

V-7

Many learners have trouble with spacing words at first. You may wish to leave a little larger space between words initially. Before the learner starts writing, ask where to leave room between words. You can write a learner's sentence with no space between words and ask him to read it. Ask him to circle the words and then rewrite it with correct spacing.

V-8

Start with letters that are in the learner's name and address.

Numerals

V-9

As each day's lesson ends, have the learner write down the page numbers she has read and the date. As the next day's lesson begins, have her refer to that number to find the page.

Context and Structure

V-10

Invented Spelling

Even readers at beginning levels should be encouraged to write. Learners sound out words for themselves when writing, which is referred to as "invented spelling." Just as students should be encouraged to read for meaning, they should write to make sense. The learner will become more independent and will give more consideration to letters and sounds than she would if the teacher spells words for her.

V-11

Copy a learner's sentence on lined paper as he watches.

Point out that the first word in a sentence is capitalized.

Ask the learner to read the sentence aloud.

Ask the learner to recopy the sentence directly under your sentence.

V-12

As a learner becomes more skilled, she should be able to copy more difficult material from a typed source. Make the copying activity meaningful for the learner. Perhaps she would like to get a riddle book and copy a riddle to ask a friend or a recipe from the newspaper to try at home.

V-13

Ask the student to write from the first day and make writing a part of each lesson. For example, if he cannot write his name, let that be the first writing activity, even if he does not know the alphabet yet.

Point out that proper names are always capitalized.

V-14

Provide a short story in which some words that learners have already learned are misspelled. Learners discuss the errors and correct them.

Printed Materials

V-15

Song Lyrics

Learners bring in tapes of their favorite popular songs. Write down the words. The students will then copy the words and use them to "sing along" with the tape. Students can take turns playing their tapes.

V-16

Round Robin:

Each learner writes a question on a piece of paper. It can be a simple question such as, "How are you today?" Pass papers to the right. Learners must then read the question they receive and write an answer. Then each learner writes a new question on the same piece of paper and passes the paper to the right. Writing answers and new questions continues until the original papers come back to original question writers. The learners now read questions and answers out loud to the whole group.

Help the learners with end punctuation for declarative and interrogative sentences.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 104)

Copying

V-17

Provide the student with teacher-printed sentences, preferably those dictated by the student.

Read the sentences to the student.

Have the student read them.

Point out end punctuation for declarative sentences.

Ask the student to copy the sentences down on paper, then read them.

Language Experience

V-18

Essay Writing

The learner dictates stream of consciousness writing on a topic for a weekly class essay. Help her to organize a short paragraph. The learner copies this and reads it aloud. On successive days, she repeats the reading. As progress is made, she may want to share it with others.

V-19

Greeting Card

Ask the learner to make a greeting card using basic vocabulary.

V-20

Directions

Whenever possible, directions for class activities and individual assignments should be given in written form. Go over these with the learner.

V-21

Journal Writing

The learner should journal write every day using words from his word banks. Invented spelling is fine. At this point, do not focus on proper spelling but encourage writing itself. Respond to journal entries in writing in the students' journals, thus creating a dialogue between you and the learner.

Also, ask the student to write a sentence every night about anything at all. Read the homework in class.

V-22

Writing Directions

Ask students to choose one item to write about (refer to examples).

Write down every step in the order in which it occurs.

Examples:

- Make a sandwich
- Boil an egg
- Brush teeth
- Operate a can opener
- Shine shoes
- Sew on a button
- Make soup from a can
- Wash a dog
- Make a paper airplane
- Set the table
- Look up a word in the dictionary
- Get a library book
- Make a phone call

V-23

Greeting Cards

Provide a variety of old greeting cards:

- Christmas
- anniversary
- sympathy
- get well
- thank you
- relative
- birthday
- new baby
- graduation
- studio
- juvenile

Discuss the types of greeting cards available at a card shop. Show examples and read the messages (set up a display unit if possible).

Name an occasion and ask the student to choose the appropriate type of card.

V-24

Make Your Own Greeting Card

Xerox the front of one or more greeting cards.

Students color the card picture.

Fold construction paper, mounting the card picture on the front, forming a new greeting card.

Students write personalized messages.

(This may not be appropriate for older learners.)

V-25

Secret Message

Write a secret message to the student who reads it silently and responds accordingly. For example: Come here. Close the door. Hang up your coat. Do you like gum?

V-26

Message Writing

The learner will write a message to someone at home reminding him of a chore that must be done or an appointment that must be kept. Give help as needed.

V-27

Addressing an Envelope

Ask the learner to address an envelope to herself at her home address. She can also find a business address in the yellow pages of the phone book and correctly address an envelope to the business.

Demonstrate the way to write titles of respect.

V-28

Dear Abby Letters

Read learners a letter to Dear Abby. Learners discuss an answer. Then dictate another letter which learners write. Each learner then writes an answer. Answers are shared in class.

Alternative: Students write their own letters to Dear Abby and exchange letters. Then they write answers and return to the owners. Letters and answers are shared.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 109)

V-29

Students draw names in class and write a short letter to the name they draw. They will describe themselves in the letter, but not sign it. Recipients must then try to guess the identity of the writer.

V-30

Ask students to write a letter requesting information.

Point out that the first word in a sentence is capitalized.

Ask students to write a letter to their best friend.

Ask students to write a list of items to buy at the grocery store.

Ask students to leave a message for their friends (where they are going and when they will return)

Give the student a list of words and ask them to construct a sentence.

V-31

Each student selects a picture of a gift they would like to receive and decides who might have given it to them.

Each student then writes a thank you note addressed to the individual who sent the gift.

Envelopes are addressed.

Forms

V-32

Let the learner copy on lined paper her name, address, phone number, zip code, social security number, under a sample you have provided.

V-33

Find out if the learner has any forms he fills out on a regular basis. If so, practice with these.

V-34

Provide the learners with real application forms and help them fill them out.

Help students learn how to construct a form such as a report card for a parent or a boss. They will then use the form to evaluate their parent or boss.

V-35

Provide a variety of forms from the post office, library, businesses, social security office, etc. to practice filling out information in context.

V-36

Help the learner fill out address forms.

Dates

V-37

Calendars

You will need a 12-month calendar.

Page through the calendar, noting ending similarities (-day, -ber)

Discuss origin of names: Mars (war), Saturn (Saturday)

Present a calendar page showing class schedule/special activities, holidays, etc., at the beginning of each month. Read the schedule with the learner. Add days of personal importance to him.

Explain capitalization rules for days of the week and months.

V-38

Help the learner make her own weekly calendar listing days, dates, and expected in and out-of-class activities for each day of week.

Demonstrate abbreviations for days and months. Practice periodically in writing.

Check for proper capitalization.

Writing Checks

V-39

There is nothing like the real thing. If possible, secure a book of printed checks. With a magic marker, black out account numbers and name, address, etc.

Ask the learner to bring in a bill she has received and paid. Discuss what she went through to pay it. (Example: she went to the bank to cash a pay check; got on the bus to go to the utility office; stood in line; counted out money; waited for change and receipt; counted change; took bus home.)

Discuss the convenience and safety of paying by check. Provide the learner with an enlarged copy of a check with the data filled in. Use one sample check to copy the enlarged check exactly, except for the signature. Explain the purpose of each line entry as you write.

Now, take the bill the learner has brought in and demonstrate how a check to pay that amount would be written. Help her to write a check and sign her name.

Sign Name in Cursive

V-40

Let the learner trace his name. Give him instructions about where to begin and the direction of the strokes. Model first.

Punctuation

V-41

Make sentence strips of sentences that could end with a period, question mark, or exclamation point. Put each ending mark on a card. Explain that punctuation often tells how something should be read. Demonstrate: "Your cat ran away? . !" Read using each punctuation mark. Then have the learner place a punctuation mark at the end of each sentence and read correctly, expressing the difference using each punctuation mark.

V-42

Using a map, have the learner identify cities (places they have been, places they would like to go) and make a list of the cities and the states in which they are located. Explain that cities and states are always separated by a comma and are always capitalized.

V-43

Use a dramatic script to teach. Develop a simple story with characters who use all three types of sentence ending punctuation.

Example:

Bill: Is the bus here yet?
Bart: Do you see it?
Bill: No, I don't!
Bill: See, you didn't need me to tell you.

Practice reading these sentences with exaggerated drama. Encourage the learner to add to the dialogue verbally, with you writing lines and the learner deciding which punctuation mark to use at the end of the sentence.

V-44

A learner can demonstrate written knowledge of punctuation by writing from dictation. A more interesting way to provide this practice is by having the learner answer questions.

Examples:

What is your address?

What would you say if you burned your finger?

Where were you born?

What date is your birthday?

Explain that commas keep things from running together. Give an exaggerated version of an address:

222 First Street Apartment 17 Mansfield Richland Florida United States of America.

Ask the learner to read the address aloud. (He will find it difficult.)

Explain that anyone would have difficulty because the commas are not there to keep it all from running together.

Read the address to the learner, asking him to put in the commas when your voice pauses. Explain that the comma tells any reader when to pause.

Have the learner give his own address verbally as you write it down. (Leave out the commas). Now, tell the learner that you want him to read the address, putting a comma each time he tells a different part of the address:

Street address
Apartment number
City
County
State
Country

The same process can be used in teaching the use of commas in dates.

Monday February 14 1994
Day of week
Date
Year

Capitalization

V-46

Provide a list of all major holidays (elicit a list from the learners). Have learners practice writing them. Provide a story in which the names of the holidays are missing. Learners must correctly fill in the blanks.

V-47

Ask the student who the most important person is in her life. Lead student to recognize it is herself. Ask her what she calls herself when speaking to others, and point out that is the name she gives herself, and like all names, it is capitalized. Let the student create four or five "I" statements which she then writes with teacher assistance.

V-48

Ask the student to list about ten people whom he knows. Point out that we use certain forms when we speak to people or write to people. These forms are Mrs., Ms., Ms., Miss, and Dr.

Go through the student's list, assigning the appropriate title to each name.

Regular and Irregular Verbs

V-49

Explain that the heart of any sentence is the verb that tells what is happening. Explain that verbs are "inflected": they change form for different times. Some verbs remain uninflected (example: beat). Review times and give examples of regular verb tenses (example: walk).

Explain that some verbs do not follow the rules but are irregular and illustrate with "go." Give students a Cloze exercise in which verb forms are omitted but supplied in a word bank. Learners must write the correct form.

This activity should be spread out over time.

Word Bank:

go	walk
goes	walks
going	walking
went	walked

John asked me to ______________________ to the movies. I asked him when he was ___________________. He said is all ____________ well, we would ______ tonight. I asked him how we would get there. He said we could ________________. But I do not much like _____________. I used to take _______________ a lot when I was a kid and I have __________________ myself to death!

Contractions

V-50

Provide the student with a teacher-printed list of sentences using forms of "will" with pronouns. Leave a blank line between sentences.

Examples: He will come to school.
She will meet us there.
They will join the rest of the class.
I will go to the party.

Allow the student to strike out the "w" and "i" in "will", then rewrite the sentence using the apostrophe.

Use this exercise for any contraction: example, you can substitute not, are, or have in making examples.

SAMPLE
LESSON PLANS

LESSON PLAN: LEVEL 0-1

Objective:

The learner will integrate a language experience story with decoding skills.

Language Experience Story:

Ask learner to dictate a story which you print neatly, skipping a line. To start the story, ask, "Is there something on your mind that you'd like to write about?" If learner cannot think of anything, suggest a topic like hobbies, school memories, travel experiences, or health issues. Maximum for a beginner is one to three sentences. Ask learner to give the story a title.

Read the story back and indicate each word with your finger. Ask learner to read it back, but if this is hard, you read it again, sentence by sentence, and ask the learner to read each sentence after you. Reread the story but do not push the learner. Be ready to help with difficult words.

Phonics/Structural Analysis:

Use the experience story to practice any of the decoding skills found in the objectives. For example:

> Select words which begin or end with consonants or digraphs student has been learning.
>
> Find words that contain short vowels.
>
> Find some words in the story that fit various word patterns. Generate a list of rhyming words with student.

Sight Words:

Still using the same language experience story, ask student to choose a few words relevant to her life that she would like to learn (level of difficulty is not important). Teach them as sight words or help the student recognize familiar letter groupings within the word. Have the student practice spelling and reading. Write these words on cards and put into a "Word Bank" (index cards kept in a box or on a ring).

Writing:

Let your student copy out her experience story.

(Next session, use the language experience story to review.)

(Adapted from Smith, 1984)

LEVEL 0-1 LESSON PLAN

Objectives:

Learner will print name, complete phonic worksheet, locate page number, identify sight words, read and write in context, answer comprehension questions.

Organization:

Greet students by name.

Students print first name on daily sign-in sheet.

Each student finds his last name on alphabetically arranged hanging file folder in which his work folder is located.

Each student obtains paper, pencil, and daily review sheet from supply shelf.

Go over objectives of the day.

Phonics Activity:

Student completes initial consonant/picture worksheet.

Encourage student to complete spelling of the word with your input.

Numerals:

Student locates page number of reading assignment.

Vocabulary and Comprehension:

Read new vocabulary words to student.

Student repeats vocabulary words.

Student reads assignment sentences silently.

Ask, "What are these sentences about?" Check for understanding and clarify.

Student reads assignment sentences orally with prompting when necessary.

Student dictates answers to three questions about assignment:

Who is (factual)

What caused (comprehension)

What do you think happened next (prediction)

Sign Sight Word Drill:

Use five pictures of actual one-word signs glued on flash cards.

Ask student if he recognizes the sign (example: STOP)

Clarify if necessary by reading word to student.

Point out that this word also appears in many print forms. Have student copy the word on paper.

Ask student to create a sentence with that word.

Write the rest of the sentence around the word the student has written.

Repeat with each sign.

Comprehension Development:

Using today's newspaper, read several of the headlines in the local section to the student. Ask the student which one he would like to know more about. Read the article to the student as he follows along.

Allow time for the student to react. Ask a leading question such as, "What do you think about what happened?" Follow the student's interest in a short discussion.

Ask two or three factual questions about the story. As the student answers, help him underline the part of the story that gave that information.

Evaluate lesson with student.

LEVEL 0-1 LESSON PLAN

Objective:

Learners will develop vocabulary by playing a game.

Go Fish:

Explain to the learners that you are going to play a game that will help them to increase their reading vocabulary. The game will help them to remember how 25 different words look so that the learners will be able to recognize them easily when they see them in print.

Provide the group with 25 pairs of 3 x 5 cards. On one card of each pair, you have printed a word. On the second card of each pair, you have glued a picture cut from a magazine to illustrate the word. (Learners could help with this preparation by finding appropriate pictures to illustrate the words you have chosen.)

The choice of words will depend on your evaluation of the learners' abilities. What follows is a list of 25 words that could be used with basic level learners:

flower
carrot
apple
bread
milk
clock
newspaper
baby
bus
horse
refrigerator
stove
telephone
piano
fish
tree
church
eggs
cake
pie
turkey
book
chair
table
car

To begin the game, shuffle all the cards. Deal six cards to each learner. (Two or three may play at a time.) The remaining cards are put in a "fish" pile.

Explain to the learners that they are to check their cards to see if they have a pair. A pair is one card with a word on it, and a second card that has a picture illustrating that word. If a learner has a pair, she lays it down on the table. After each player has checked for pairs, players may then ask for a card needed to make up a pair. For example, a player may have a word card for "flower" and need a matching picture card. Another player may have a picture card for "telephone" and need the matching word card.

If the other players cannot provide a player with the needed card, she may then take one card from the "fish" pile to make a pair. If she does not turn up a matching card, the play will go to the next player.

The learner who "goes out" with all her matching cards wins the game.

As the play progresses, you can help the players by reading their word cards for them if they are unable to do so, and by asking them to look at the shape of the words in order to remember it. For example: "See how the word `flower' is shaped?"

Also call attention to the number of letters in the word and the names of the letters, particularly the "tall" letters. Whatever recognition tricks you can devise will help learners remember sight words.

LEVEL 1-2 LESSON PLAN

Objectives:

Learners will practice reading and writing skills

Writing Development:

Prepare a set of pictures culled from magazines of people involved in activities. For example: a woman cooking, a man running, a child playing basketball, a firefighter in action, an exercise class in motion, etc. Glue the pictures to separate poster sheets or laminate.

Explain to the learners that they will learn to write sentences about the pictures.

Hold up a picture and ask, "What is going on here?" "What action is taking place?" "Who is doing that?" After each answer, write it on the board. Explain that you begin each sentence with a capital letter and end it with a period.

Reading:

Read the sentences slowly, one word at a time, pointing to each word as you read.

Have the learners read the sentences with you, continuing to point at each word as it is read.

Ask the learners to copy the sentences on their paper.

Ask the learners to read the sentences aloud from their paper, either alone or in unison.

LEVEL 1-2 LESSON PLAN

Objectives:

Learners will write, read silently and orally in context, and review sight words.

Organization:

Greet students by name. Students sign in with full name in cursive. Each student locates his work materials.

Sight Word Review:

Provide student with a list of three or four words from the previous lesson.

Student attempts immediate recognition. Provide clues as needed.

Student builds a sentence using each word.

Silent and Oral Reading in Context:

The student locates his assignment on a daily assignment sheet stapled inside his work folder.

Format: Name of Book
Date: 2-5-94 Page Numbers: 35-37

Student and you go over any new or unusual words in the reading, including proper names.

Provide one lead question: "What happens to Louis when he reaches the ballpark?"

Student reads silently.

When student has finished reading, he responds orally to the lead question.

Student then reads teacher-selected sections orally.

Student gives his appraisal of the reading which you enter in the remarks column. Add your own remarks. Student reads entire remarks section for that assignment.

Example of Remarks:

Student comment: I'd like to know more about this.
Teacher comment: Good understanding!

Writing:

Using a department store mailout or catalog, student circles ten items he would like to have. On a separate sheet of paper, he writes the name of the item and the color he would choose.

Reading in Context:

Allow ten minutes of free reading in daily paper or a popular magazine of student's choice.

Student may use entire time to read, but will share one item of particular interest and let you or other students ask questions.

LEVEL 2-3 LESSON PLAN

Objectives:

Learner will write in journal, practice number identification, state cause and effect, read in context and write, define words with multiple meanings.

Organization:

Greet student by name.

Student signs in with full name in cursive, day's date and time of arrival.

Numerals:

Student locates work materials and reads day's plan (on board or on paper).

Example:
9:00: Journal writing
9:15: Textbook Lesson 10
9:35: Break
9:40 Multiple meanings game
9:50 News of the day

Journal Writing:

Student's choice of subject. (Provide a subjective question if student needs a starter.)

Student uses creative spelling or you provide correct spelling if asked.

Student chooses option:

You read journal silently and respond in writing.

Student will read journal entry aloud and you respond orally.

Student considers writing too private to reveal. He folds page in half and staples it shut.

Silent Text Reading and Writing:

Student reads introductory word list aloud. Assist as necessary.

Student silently reads text and provides written answers to questions following the story. (If using a text in which no questions are provided, you write 3-5 questions to be answered.)

Student and you review answers to questions and clarify any discrepancies.

Student "grades" her own work using her own system: i.e., Great! Need more help. Easy!

Multiple Meanings:

Limit to 3-5 sets at a time

Cause and Effect:

Ask student to peruse the front page of the paper, selecting one article of interest. Read the article to her and discuss cause and effect and sequence.

LEVEL 2-3 LESSON PLAN

Objectives:

Learners will practice comprehension technique for critical thinking, write sentences, put story in sequence

Clustering:

Explain to the learners that you are going to show them how to get good ideas about a topic. Demonstrate by doing a clustering exercise on the board as follows:

The topic is "roaches". Put the topic in the center of the board with a circle around it. Ask the learners to tell you whatever words come quickly to mind when they hear "roaches".

Now ask the learners to list these words on the board (example: ugly, brown, dirty, crawly, Raid, dark places).

Ask learners if they can make up some sentences using these words.

Examples: Roaches are ugly, brown bugs.
They are dirty and crawly.
You can kill them with Raid.
They live in dark places.

Write these sentences on the board. Ask learners if they want to add anything more. Someone may suggest another sentence such as, "They can eat your food." or "They are hard to get rid of."

Writing:

Now ask learners to choose their own topics and do a clustering exercise on their own paper. If they have trouble coming up with topics, make suggestions such as the following: my job, a person (named), my favorite meal (named), my pet, my favorite TV show, etc.

Help learners with their clusters and then tell them to list the words they generated.

Ask each learner to read his topic and list of words aloud.

Ask learners to write at least three sentences using their words.

Ask them to put the sentences in the best order to make a story.

Each learner is to read his story to the group if he likes.

APPENDIX A

WORD LISTS

SAFETY WORDS AND WORD SIGNS

Danger
Poison
Do Not Enter
Watch Your Step
No Trespassing
Fire Door
Radioactivity
Hospital
Men Working
Flammable
Keep Out
Warning
Keep Off
Fire Escape
No Admittance
Ambulance
No Admittance

Exit
Combustible
High Voltage
Caution
Stairs
Fire Alarm
Police
Doctor
On/Off
No Smoking
No Loitering
Hot-Cold
Beware
Fire Extinguisher
Fire Department
Dentist

SAFETY PICTURE SIGNS

Poison
No Entry (Keep Out)
No Smoking

Flammable
First Aid (Red Cross)
No Fires

PERSONAL WORDS

Name
Address
Telephone (Phone)
Date
Place of Employment

Birthdate
Social Security Number
Signature
Occupation
Maiden Name

FLORIDA DEPARTMENT OF EDUCATION
STUDENT ASSESSMENT MINIMAL LIST FOR READING GRADE 3

a
about
after
again
all
alone
am
an
and
animal
any
apple
are
around
as
ask
at
aunt
away
baby
back
bag
ball
barn
basket
be
bear
bed
bee
before
began
behind
best
better
big
bird
black
blue
boat
book
box
boy
bring
brown
bus
but
buy
by
cake
calf

call
came
can
car
cat
catch
children
coat
cold
color
come
could
cow
cry
dark
day
did
do
does
dog
doll
door
down
dress
duck
each
eat
egg
every
far
farm
fast
father
feet
find
fine
fire
first
fish
fit
five
flew
flower
fly
for
found
four
friend
frog
from

fun
funny
game
garden
gave
get
girl
give
glad
go
goat
gone
good
got
grass
green
ground
grow
guess
had
hand
happy
hard
has
hat
have
he
head
hear
heard
hello
help
hen
her
here
high
hill
him
his
hold
home
honey
horse
hot
house
how
hurry
I
ice
if

in
is
it
jump
just
kitten
know
lamb
last
laugh
let
letter
light
like
little
live
long
look
lost
lunch
made
make
man
many
may
me
men
met
milk
miss
money
monkey
more
morning
mother
much
must
my
name
near
nest
never
new
next
night
no
noise
nose
not
now

of
off
oh
old
on
once
one
or
other
our
out
over
paint
parade
park
party
peanuts
penny
people
pet
picnic
picture
pig
play
please
pocket
pony
pretty
prize
pull
puppy
put
rabbit
rain
ran
read
ready
red
ride
right
road
room
run
said
sang
sat
saw
school
see
she

FLORIDA DEPARTMENT OF EDUCATION
STUDENT ASSESSMENT MINIMAL LIST FOR READING GRADE 3

shoe
show
sing
sit
sleep
snow
so
some
soon
spring
squirrel
stay
step
stop
store
story
street
sun
surprise
tail
take
talk
tell
than
thank
that
the
their
them
then
there
these
they
thing
think
this
those
three
time
to
told
too
took
town
toy
train

tree
trick
truck
try
turtle
twin
two
uncle
under
up
us
very
wagon
walk
want
was
water
way
we
went
were
wet
what
when
where
white
who
why
will
window
wish
with
woman
word
work
would
yard
year
yellow
yes
you
your
zoo

339 Total Words

APPENDIX B.
SELECTED MATERIALS FOR ADULT BEGINNING READERS

BASIC CLASSROOM RESOURCES

(organized by publisher and appropriate level)

Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, Illinois 60601

New Beginnings in Reading
Levels 1, 2, 3 and beyond

A nine-book developmental series integrating phonics, sight words, and structural analysis/ decoding skills. Each book builds on the skills and vocabulary presented in previous texts. Adult-oriented subject matter. Teacher's guide available.

Educational Design, Inc.
345 Hudson Street
New York, New York 10014-4502

Developing Everyday Reading Skills
Levels 2, 3, 4

This two-book series uses life skills materials to teach reading comprehension. Built around short passages, books are designed to handle real-life content as well as basic reading skills. Teacher's guide available.

Globe Fearon Educational Publisher
Customer Service Center
4350 Equity Dr.
P.O. Box 2649
Columbus, Ohio 43216

Caught Reading Program
Levels 1, 2, 3, and beyond

A seven-book series featuring a five-step cycle of instructional skill building. Includes pre-reading skills, review, reading, and comprehension activities. Caught Reading Recreational Reading Success Novels use the vocabulary taught in the corresponding text. Oriented toward young adults. Teacher's guide available.

Fearon's Practical English
Level below 4.0

Teaches skills in context and emphasizes real-world examples. Includes sample forms such as job applications and tax forms. Continual writing practice and student-directed learning objectives. Features teaching suggestions for lesson planning, chapter summaries, answer keys and reproducible worksheets.

New Reader's Press
Dept. 74
P.O. Box 888
Syracuse, NY 13210-0888

Challenger Series Reading Program
Levels 1, 2, 3 and beyond

An eight-book program containing stories about adult characters in a variety of realistic situations. Includes informational selections, and in later books adaptations of and excerpts of well-known authors. Crossword puzzles, games included. Diplomas for each book and teacher's manuals available.

Writing for Challenger

Four books intended for use with the Challenger series. Takes adults from beginning stages of sentence writing to higher writing levels. Teacher's manual available.

Today's World
Levels 2, 3

Three sets of four books each explore everyday challenges affecting the lives of many adults. Provides students with information on important topics including family, work, and community issues. Teacher's guide available.

Whole Language for Adults
Levels 0 through GED

Four books that provide practical and effective collection of resources for whole language instruction. A Guide to Instruction helps teacher plan and implement whole language instruction: setting goals and creating a student and teacher-centered learning environment. Also available: A Guide to Initial Assessment and Initial Assessment Reading Selections to evaluate learning needs of students and to assess changes over time.

ScottForesman
Lifelong Learning Books
1900 East Lake Avenue
Glenview, Illinois 60025-9881

Foundations for Adult Reading
Levels 1, 2

Two books featuring real-life, theme-based issues. Appealing adult themes organized in a comprehensive, eclectic approach. Reading for meaning plus some elements of traditional reading approaches.

Adult Reading: Comprehension
Levels 2, 3 and beyond

Twenty-four paperbacks, each 64 pages, at five reading levels. Topics focus on people, messages, coping, and cultures. Full-color illustrations. Instructor's guide available. Informal reading inventory available which uses passages from each level to measure frustration, instructional, and independent reading levels.

Simon & Schuster Workplace Resources
15 Columbus Circle
New York, New York 10023

Entering the Reader's World
Level: Prereading remedial

Literacy training series for nonreaders combining diagnostic/prescriptive testing with three skills workbooks. Diagnostic test (Baltimore County Design for Adult Basic Education) is multiple-choice, pencil-and-paper test to assess prereading skills. Workbooks designed to correct prereading deficiencies diagnosed by the diagnostic test.

Lifelong Reading: A Basic Course
Levels 1, 2, 3, 4

Four-volume learning package using a systematic blend of phonics and life-experience approaches. Features language from the home and workplace situations. Includes exercises, instructional notes, and illustrations.

Living in the Reader's World
Level 1.5 and beyond

Adult-oriented, large-type reading comprehension series composed of four books. Books 1 and 2 cover basic sight words and syntax in written language, everyday activities. Books 3 and 4 develop reading comprehension. Locator test available for placing learners at correct level.

Follet Basic Education: Reading
Level: Basic

Two-book comprehensive program uses large typeface. Book 1 is a phonics approach building skills in sequence. Book 2 includes vocabulary, reading selections with new words, and structured spelling and comprehension exercises. Instructor's guide available.

Ablest Plus
Level: Basic

A five easy-to-read book program covers five competency skill areas: consumer economics, government and law, health, occupational knowledge, and community resources. Curriculum guide includes teaching strategies and reproducible exercise sheets.

Steck-Vaughn Company
P.O. Box 26015
Austin, Texas 78755

Reading for Today Reading Skills Series
Levels 1, 2, 3 and beyond

Six books and workbooks cover contemporary topics with subjects of interest to adults. Integrated series of six skill areas (vocabulary, phonics, language, writing, comprehension, and life-coping). Controlled vocabulary with frequent repetition of new words; writing skill strand and comprehension strand. Illustrated, contemporary topics. Diplomas, teacher's guides, and workbooks available.

SUPPLEMENTAL MATERIALS

(organized by publisher and appropriate level)

Ann Arbor Publishers
P.O. Box 388
Worthington, Ohio 43085

Michigan Programmed Spelling Series: Crossword Puzzle Mastery
Levels 1, 2, 3

A book of crossword puzzles for adults with large print puzzles.

Globe Fearon Educational Publisher
Customer Service Center
4350 Equity Dr.
P.O. Box 2649
Columbus, Ohio 43216

World Myths and Legends
Level: 3.2

Sixteen anthologies ranging from 112-128 pages include 12-20 stories from a variety of world cultures. Illustrated with short introductions to place each myth in context and pronunciation guides. Curriculum guide available.

Worktales
Levels 1.8 - 2.9

Ten 64-page, true-to-life novellas dramatize workplace issues: safety, stress, substance abuse. Adult characters explore how personality traits influence workplace success. Easy-to-read format with follow-up questions. Curriculum guide available.

Lifetimes 1 and 2
Levels 1.8 - 2.9

Fourteen titles deal with adult characters and concerns: returning to school, dealing with alcoholism, choosing between family and career. Realistic situations with questions to help readers relate their experiences to the story. Curriculum guide, activity sheets available.

Matchbook Five-Minute Thrillers
Level: 3

Twenty super-short tales of the unexpected bound as "matchbooks". Adult characters with gripping plot twists. Sixteen pages each. Read-along tapes, answer keys, and comprehension exercises available.

Sportellers
Levels 2, 3

Eight novels focus on the drama of a different sport. Each story has a subplot exploring conflicts and challenges.

Jim Hunter Books
Levels 1, 2, 3

Sixteen action books with illustration on most pages. Secret agent Jim Hunter experiences many adventures. Length and reading levels gradually increase throughout the series.

Laura Brewster Books
Level 2

Six titles featuring an insurance investigator who travels and solves mysteries.

Crisis Series
Levels 2, 3, 4

Teenagers are confronted with crises and learn to cope in the face of difficulty. True-to-life challenges and choices. Six titles.

Pacemaker Classics
Level 3

Thirty-two adapted classics of high interest level. Each book 80-136 pages. Study guides, tape cassettes, and teacher's guide available. Study guides feature a whole-language approach to teaching and learning, encourage active involvement, cooperative learning, and development of higher order thinking skills. Titles include Moby Dick, Huckleberry Finn, Jane Eyre, Dr. Jekyll and Mr. Hyde.

Bestellers
Levels 1, 2, 3

Forty novels feature adventurous young adults in interesting situations. Topics include mystery, suspense, science fiction, and adventure. Teacher's guides available.

Fearon's Amazing Adventures
Level 3.5

Eight novels in varied story settings, past to present. Characters meet extraordinary challenges. Short with vocabulary and sentence-length control. Teacher's guide available.

Talespinners 1 and 2
Levels 2.6, 3, 4

Sixteen novels build on strong characters in cliff-hanging situations. Companion Skillbuilders, Curriculum Guide available.

Survival Vocabularies
Level below 3

Ten 48-page worktexts teaching 80 words or phrases associated with common settings. Topics include banking, supermarket, credit, clothing, drugstore, and medical language. Teacher's guides available.

Sign Language
Level below 2

Four fundamental worktexts which combine paced presentation with humorous graphics. 36 signs. Teacher's manuals available.

Janus Survival Guides
Levels 2, 3, 4

Nine 64-page worktexts emphasize comprehension and vocabulary skills using realistic examples, practical applications, and humorous graphics in lifeskill situations. Topics include reading schedules, reading and following directions, using the phone book, using the want ads, becoming a driver. Teacher's guides available.

Pacemaker Communication Skills Series
Level 2.8

Three worktexts focuses on practice and role playing to gain reading and social skills. Let's Have a Talk, Give Me a Call, and Write Me a Note help students learn how to communicate with others. Teacher's guides available.

Jamestown Publishers
P.O. Box 9168
Providence, RI 02940

Adult Learner Series
Levels 2, 3

Nine high-interest, easy-to-read novels which include vocabulary previews, comprehension questions, and language skills. Fast-paced and fully illustrated stories filled with mystery and suspense. Each books concentrates on an important lifeskill: shopping, driving, reading the newspaper, following directions, gaining employment, ordering by mail, understanding taxes, managing money, using the telephone.

National Text Book Company
4255 West Touhy Avenue
Lincolnwood
Chicago, Illinois 60646

101 American English Idioms

A collection of large picture cards illustrating idioms in a humorous, cartoon-style drawing. Each card has a short story on the back as an example of how to use the idiom. Teacher's manual has questions, exercises, activities.

New Reader's Press
Dept. 74
P.O. Box 888
Syracuse, NY 13210-0888

In the Know
Levels 1, 2, 3, 4

A four-book series that encourages reading fluency and comprehension. Includes reading selections similar to those found in popular magazines. Topics cover jobs, sports, health and fitness. Features pre-reading discussions and post-reading comprehension activities and word identification and word study exercises. Progresses to writing skills development from the language experience approach to guided composition and independent writing. Teacher's guide available.

Kaleidoscope: A Collection of Stories
Levels 1, 2

Sixteen entertaining short stores involving adult characters with plot twists. Read-along tapes available.

First Impressions: Writings by New Readers
Levels 1, 2

Two volumes of writings by literacy students for general reading enjoyment. Includes experiences of being a nonreader, becoming a learner, and range of experiences from students' lives.

What's the Verdict?
Levels 3 - 5

A fictionalized account of three cases where ordinary people commit crimes under unusual circumstances. Written by an Idaho judge.

Sky Bridges and other Poems
Levels 1, 2, 3 and beyond

Thirty-eight short poems describe everyday human experiences and appreciation for people. Read-along tape available.

Timeless Tales
Levels 2, 3

Set of eight books focus on timeless traditional stories in modern, easy-to-understand language. Includes fables, folktales, myths, and legends, tales of wonder, tall tales, love stories, and adventures. Read-along tapes available.

The Sundown Fiction Collection
Level 3

Twenty-two books feature well-developed characters, realistic situations, and believable plot developments of high interest. Read-along tapes available.

Stormy Night Stories
Levels 3, 4

Ten mysteries adapted from Alfred Hitchcock and Ellery Queen stories. Plot twists and attention to detail. Each story is 16 pages. Teacher's guide available.

Read to Me Books
Levels 2, 3

Focuses on reading to children. Two-book The Long and Short of Mother Goose collection includes favorite Mother Goose rhymes. A four-book set of Favorite Childhood Tales features three traditional nursery tales and an original Christmas story. Read-along tapes available.

Getting Started with Experience Stories
Levels 3, 4

Guide to using actual student-narrative experience stories as springboard to written self-expression. Combination reader and workbook/journal. Helps teacher integrate language experience techniques into the classroom.

Label Talk
Levels 1, 2, 3

A workbook to teach reading labels for all types of merchandise from clothing, toys, food, medicines and other products.

Palm Beach Newspapers, Inc.
West Palm Beach, Florida

New Beginnings
Level: Basic

Newspaper activities keyed to adult basic performance standards in communications skills. Activities for teaching reading skills from readiness through comprehension, and writing skills from capital and lower case letters through sentences.

Scott Foresman
Lifelong Learning Books
1900 East Lake Avenue
Glenview, Illinois 60025-9881

Read It! A New Approach for Adult Readers
Level: beginning literacy

Environmental print is the springboard for reading in this workbook. Focuses on five everyday themes. Each unit follows an eight-stage sequence with a whole language approach.

Steck-Vaughn Company
P.O. Box 26015
Austin, Texas 78755

The Great Series
Levels 2, 3, 4

Includes great adventures, challenges, firsts, heroes, disasters, rescues, escapes, and mysteries. 4-6 page stories.

Biographical Stories
Levels 2, 3

Inspiring, true stories in natural narrative style with illustrations. Biographies of eight well-known Americans including Booker T. Washington, Daniel Boone, and Pocahontas. Read along tapes, teacher's guide available.

Spotlight Series
Levels: 2, 3, 4

A six-book selection of four-page stories and photographs of favorite TV, sports, movie, and rock stars, followed by reading exercises. Young adult oriented.

APPENDIX C.
COMMERCIAL TESTING INSTRUMENTS AND INVENTORIES

Botel Reading Inventory
(Chicago: Follett)

Designed to measure decoding, spelling, word recognition and word opposites. Includes decoding test and spelling placement tests. Decoding test and spelling placement test diagnose student's mastery of specific syllable/spelling patterns commonly met in reading and writing. Word opposites test gives estimate of reading comprehension and may also be used to estimate a student's potential reading level.

Burns/Roe Informal Reading Inventory
(Boston: Houghton Mifflin Co.)

Measures four reading levels to provide overall estimate of reading ability and identifies strengths and weaknesses.

Challenger Placement Tool Set 1
(Syracuse, N.Y.: New Reader's Press)

This inventory, which accompanies the Challenger reading program, helps teachers place students in the most appropriate of the first six books in the Challenger series.

Comprehension Informal Reading Inventory
(Glenview, Illinois: Scott Foresman)

Designed for use in conjunction with the Adult Reading: Comprehension series. Helps determine a student's reading level and placement in appropriate level of the program. Useful as an oral test to gain insight into the type of reading errors students make.

The Dolch Basic Sight Word Test
(Champaign, Illinois: Garrard Press)

Administered as a recall test. Helps the teacher to ascertain reading level and to analyze errors.

Durrell Analysis of Reading Difficulty
(New York: Harcourt Brace Jovanovich)

A comprehensive test which measures word recognition, analysis, listening comprehension, spelling, and oral and silent reading. Helps diagnose reading difficulties and strengths.

Entering the Reader's World Diagnostic Test
(New York, N.Y.: Simon and Schuster)

This series for nonreaders provides a diagnostic test (Baltimore County Design for Adult Basic Education): a pencil-and-paper, multiple-choice test to assess prereading skills.

Gilmore Oral Reading Test
(New York: Harcourt, Brace and World)

One of the easiest tests to administer. Takes about twenty minutes and measures grade level of comprehension and reading mechanics. Helps teacher learn about oral reading behavior of learner.

Living in the Reader's World Locator Test
(New York, N.Y.: Simon and Schuster)

Designed to give the instructor a quick way to place the student within the four-book Living in the Reader's World series. Results determine the point at which the student will begin work in the series. All students will not have to work through all four books. Can be administered by general classroom instructors or tutors. Readability levels ranging from 1.5 to 6.0.

Reading Miscue Inventory Manual: Procedure for Diagnosis and Evaluation
(New York: MacMillan)

Measures the accuracy of oral reading and provides the teacher with information on how reader uses strategies to process sound-symbols, word arrangements, and meaning.

San Diego Quick Assessment

(La Pray, M., & Ross, R. Teaching children to become independent readers. New York: Center for Applied Research in Education.)

A short, word-recognition test which helps the teacher find the base level of the learner for sight word recognition.

Slosson Oral Reading Test (SORT)

(East Aurora, N.Y.: Slosson Educational Publications)

Administered individually and based on the ability to pronounce words at different levels of difficulty. A good instrument for quick assessments. Ten columns of words have been taken from standardized school readers. Takes about three minutes to score and administer and is appropriate for both children and adults.

Steck-Vaughn Placement Survey for Adult Basic Education (ABE)

Assesses the achievement levels of ABE students in the areas of vocabulary development, reading abilities, English language skills, and mathematics understanding. Forms L and K measure these skills at levels 0-4.

Sucher-Allred Reading Placement Inventory

Contains word-recognition tests and consists of twelve word lists ranging in degree of difficulty from primer through ninth grade reading level. After student reads each selection, common word-recognition errors are noted and five comprehension questions are given orally and evaluated.

Test of Adult Basic Education (TABE)

Measures adult proficiency in basic reading, mathematics and language skills. (The reading teacher may only use the reading portion if he so desires.) Analyzes and evaluates needs of adults who wish to undertake vocational-technical training or general literacy and self-improvement study.

Wechsler Adult Intelligence Scale (WAIS)

A standardized screening test for auditory/visual memory and sequencing, speed, cultural information and exposure. Measures level of cultural knowledge and performance in cognitive behaviors.

Wide Range Achievement Test (WRAT)

Designed to provide valid, reliable, and useful information on an individual's coding ability in reading, spelling, and arithmetic. Age range five through adult. May be administered individually or in a group. A valuable aid for the identification of learning problems and for the study of sensory motor and coding skills involved in learning to read, spell, write and compute.

Whole Language for Adults Guide to Initial Assessment

(Syracuse, N.Y.: New Reader's Press)

Contains background and tools for evaluating learning needs of students during intake process and assesses changes in levels. Includes questionnaire, Informal Reading Inventory, guidelines for interpretation, and sample assessment.

Woodcock Reading Mastery Tests

A battery of individually administered reading tests for use from kindergarten to grade 12. Tests five areas: Letter Recognition, Word Attack, Word Comprehension, and Passage Comprehension. In addition, an index of Total Reading is obtained by combining performance on the five separate tests. Two alternate forms of the battery are available. All five tests of either form may be administered in 20-30 minutes.

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CURRICULUM FOR THE ADULT BEGINNING READER: LEVEL 0-3

Addendum

TECHNOLOGICAL AIDS
IN THE
ADULT BEGINNING READER CLASSROOM

LEON COUNTY SCHOOLS
ADULT AND COMMUNITY EDUCATION

ADDENDUM TO THE CURRICULUM
FOR THE ADULT BEGINNING READER:
LEVEL 0-3

Technological Aids in the Adult Beginning Reader Classroom

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TECHNOLOGICAL AIDS IN ADULT BEGINNING READER CLASSROOMS

INTRODUCTION

Anyone contemplating using technology with adult beginning readers must answer two essential questions: **"What is the purpose?"** and **"How can technology enable students to develop literacy?"** Technological aids can be a major asset in adult education programs. When age-appropriate and integrated into the curriculum, they can enhance all phases of literacy development: sight word recognition, vocabulary, phonics and structural analysis, and writing. Technology provides the learner with a means of social interaction and contributes to his/her increased self-esteem. And as an added benefit of using modern technology, individuals learn to follow directions while learning keyboarding and computer skills.

Research Findings

To date, research on possible advantages of the use of technology in adult literacy classrooms, especially for the beginning reader, is scant and sometimes contradictory. Most evaluations of technological applications are anecdotal, and research concerning how technology relates to the particular context of literacy programs is lacking. However, some major studies from different states indicate there is a definite place for technology and that there are many advantages from its use (Eveland, Markus, Law, Manuel, & Stecher, 1992). Low-level readers may especially benefit (Askov, Kisner, & VanHorn, 1989).

At the beginning reader level, technological tools are not meant to replace the teacher but rather to aid him/her in implementing a thoughtful curriculum. Technology is a crucial means by which teachers enable learners to progress toward functional literacy because it is a "new, adult" way to learn, it is motivational, it contributes to feelings of success, and it probably leads to academic gains. Using technology would be of great benefit in implementing the Curriculum for the Adult Beginning Reader—Level 0-3.

One of our teachers put it this way: "If the software is available and if sufficient volunteer time is available, technology offers a welcome hand."

TYPES OF TECHNOLOGY

Non-Computer-Based Instruction

Technology is computer and/or non-computer-based. Non-computer-based aids include video cassette recorders (VCRs), television, audio cassette recorders, camcorders, overheads, telephones, typewriters, calculators, filmstrips, radios, and, of course, print materials. Some of these—VCRs, television, and audiocassette recorders—are particularly suitable for adult beginning readers and are discussed below. Computerized technology includes hardware, software, optical laser discs, and telecommunication devices.

Video Cassette Recorders

The instructor can use VCRs, along with audiocassette recorders and television, to present both professionally prepared educational lessons and commercial programs. Many researchers feel that video is underused and is more effective than computers when used at the adult beginner reader level (U.S. Congress, 1993; Sivin-Kachala & Bialo, 1992).

Interactive videodiscs have considerable potential in literacy learning (Anderson and others, 1990). When linked to computers, they can provide a "powerful combination of text, images, and sound" (Computer Update, 1992, p. 8) and can serve a wide range of learners in a variety of settings (Regional High-Technology Delivery System Model, 1986). Videos can be watched individually or with large audiences. The "Learn to Read" series is an example of a video program designed for beginning adult readers. (It is also broadcast on public television).

On the negative side, VCRs sometimes present technical problems, can be expensive, and take time and effort to integrate meaningfully into the curriculum. In addition, the use of video is incompatible with some instructional methods (Sivin-Kachalo & Bialo, 1992).

Television

Television programs include instructional television (such as the Public Broadcasting System) and commercial broadcasts including cable and satellite. With a large audience potential, television can be cost-effective and provides readily available material. Television has been used successfully in several literacy projects (Regional High-Technology Delivery System Model, 1986).

Closed-captioned television (which provides written words at the bottom of the television screen) improves understanding and comprehension as learners watch television, hear the dialogue, and read the writing simultaneously (Wrigley & Guth, 1992).

Audiocassette Recorders

These devices use audio tapes to facilitate learning of spelling, phonics, and listening comprehension. An example is "Hooked on Phonics."

With "talking books," the learner reads a book (often a children's book), and at the same time listens to an audio tape. In this way the learner combines visual and auditory learning. Talking books have proved very popular and effective with beginning adult learners.

Audiocassette recorders are also useful for recording language experience stories. Beginning readers can dictate their own stories onto a tape. The instructor listens to the recording and writes these stories down. The learner can read them later while listening to the tape. Students can also read and listen to the stories others have recorded.

Audiocassette recorders are enjoyable and facilitate learning. They are also inexpensive and readily accessible (Anderson, Cheetham, Grice, & Marshall, 1990). They therefore constitute a useful technological aid.

Computer-Based Instruction

Computers and accompanying software have been used successfully with many adult literacy learners as well as with learning disabled, developmentally delayed, and ESOL students. Computers can be used in several ways: 1) as a "stand-alone" model (i.e., there are no electronic connections among various similar devices and users cannot communicate with each other); 2) as an "integrated learning system" (ILS) combined with computer software; 3) as telecommunication or distance learning connected through modems and telephone lines; 4) and as a multimedia system which combines interactive videodiscs and computer-based courseware that employs voice recording and speech synthesis (Eveland et al., 1992).

Integrated Learning Systems

An ILS is a comprehensive technological instructional package that offers both a basic skills curriculum and a management system. Although ILS's are innovative, they represent a major investment, and hardware and software problems can become expensive. ILS's have a history of over-reliance on drill and practice activities although current offerings are changing (Sivin-Kachala & Bialo, 1992).

An example of an ILS is PLATO. Opinions of PLATO vary. Some students and instructors give it high marks, but others have found it too complicated (Newman, Lewis, & Beverstock, 1993).

Telecommunications

Telecommunications provide learning opportunities for students not on site. Telephones and a modem link people in different locations with information transmitted by voice or computer signals. This type of instruction is difficult to integrate into the curriculum, and cost is often a major consideration (Silvin-Kachala & Bialo, 1992).

Multimedia Systems

PALS (Principle of the Alphabet Literacy System Program) is a combination of interactive video and word processing. Only a limited range of skills is addressed, and some adult students regard its approach as babyish and insulting. However, it is unique in that it is designed especially for learners below the fifth grade level. One of its features is a video segment of a talking mouth: a human mouth forms the sound so the learner can perceive the sound visually (Berg, 1990).

Optical Laser Discs

In combination with computers, optical laser discs (audio compact discs and video discs) facilitate the use of audio and visual reinforcement for individual instruction. Because they have a better quality of sound or image than audio and video tapes, optical laser disks have considerable potential and can serve a wide range of learners in a variety of settings. They provide a powerful combination of text, images, and sound. However, it is presently unclear how they should be linked and for what purpose (Computer Update, 1992).

Types of Software

Software offers a variety of advantages for literacy skill building. The right software can increase motivation and provide practice as long as it is used as an adjunct to the curriculum (Berg, 1990). Types of software include drill and practice instruction, tutorials, games and simulations, problem solving, authoring, and word processing (Jagger, 1989).

Drill and Practice

Drill and practice problems help students memorize information or master new skills and receive immediate feedback. Such software helps the student and the teacher become familiar with computers as well as providing practice. It is useful for adults learning basic skills and can also be used by more advanced learners in visual problem solving (Jagger, 1989; Anderson et al., 1990; Computer Update, 1992).

Games and Simulations

Instructional games are motivating because the user controls the strategies. They can be used for group work in which more than one student participates. Games can promote learning of new concepts or skills. Games that promote problem solving are combined with drill and practice creating interest for the learners. Very basic readers usually need assistance in playing games.

A computer simulation models a real life or imaginary situation in a dynamic fashion so that the student can learn through interaction. Simulations also promote group interaction. Perhaps the major advantage that simulations give the student is an opportunity to examine an aspect of the real world under controlled conditions. By making decisions, solving problems, and checking results in a safe environment, simulation helps the student generalize to the larger community (Anderson et al., 1990).

Tutorials

Tutorials give information and then ask questions of the learner. The answer determines what information will be given next. If a student gives the wrong answer, a good tutorial will branch and provide explanations or additional information. When used with drill and practice, the explanations allow the student to work at a pace suitable for him/her (Jagger, 1989). An example of such a tutorial is "Typing Practice."

Databases and Spreadsheets

Databases and spreadsheets do not appear to be commonly used by adult beginning readers.

Word Processors

Word processing programs are a valuable asset to literacy programs. Text is typed, modified, printed, and perhaps published. Wilson and Hooper (1986, cited in Anderson et al., 1990) write that word processing packages are sufficient reason for all adult literacy programs to use computers as a resource for new adult learners. They can change reluctant learners' attitudes toward writing because of the ease of editing and error control.

Word processing programs enrich language experience activities by helping the student learn to read. In addition to enabling the student to learn to use a word processor, the student also begins to communicate in a logical and sequential fashion. Word processing programs provide a reason to learn correct spelling, grammar, and punctuation (Berg, 1990).

Word processing builds upon the natural connection between reading, writing, and thinking (Young & Irwin, 1988). Learners become editors and see themselves as communicators through writing (Berg, 1990; Anderson et al., 1990). When used with voice synthesizers, word processing is a multisensorial approach. As an important bonus, students using word processors pick up typing skills.

RESEARCH FINDINGS

Research conducted to evaluate the effectiveness of using technology with adult beginning readers is limited, unsystematic, fragmented, and sometimes contradictory (Beder, cited in Turner, 1993). Nevertheless, technology plays a large and growing role in the general training of adult workers and in building communities of learners (Reder, 1992). Technology appears to have a positive impact on students and can be used effectively to increase the literacy of adults (Finnegan & Sinatra, 1991).

Computer-assisted instruction can be especially successful in teaching adults at the lowest literacy levels (Askov et al., 1989). There is increasing evidence that computers may be more effective with adults than with children for basic skills instruction (Turner, 1988).

Advantages of Technology

Technology has proven valuable for students, instructors, and administrators in several large-scale projects. Where computers have been used to deliver adult literacy instruction, students have reacted very positively (Anderson et al., 1990). Evaluations have suggested that at least some adults learn and enjoy learning when using technology (Reder, 1992). Technology can be an extremely beneficial method to improve self-esteem, basic skills, and future employability of adults (Kaufer, 1990). "Technology is an excellent academic tool and acquaints students with the electronic world in which they will acquire a job" (Berg, 1990, p. 26).

Increases Achievement Gains

A number of studies indicate that students achieve better than average gains through the use of computer technology and also learn more rapidly (Askov & Clark, 1991; Finnegan & Sinatra, 1991; Charleston, Villagomez, & Shaffer, 1989; Askov et al., 1989; and others).

Currently, some major adult education programs have integrated technology into adult literacy curricula with notable success. The Adult Basic Literacy Education (ABLE) program of North Carolina Central Piedmont Community College, for example, has found that 0-4 students sometimes advance an entire reading grade level in 20 hours when using technology, in contrast with 150 hours in conventional adult basic education programs (The Case for Computers, 1992).

In a study of women prison inmates, the average basic reading level improvement was 1.8 grade levels per 100 hours of training when using an individualized and competency-based curriculum. Advantages of using technology included self-paced learning and accountability for one's own learning.

Another benefit was that several learning styles could be accommodated (Shepherd, 1989).

The Watts Adult Learning Center has used a computer-based PALS (Principles of Alphabet Literacy) reading lab with part of its program for the 0-4 adult beginning level. This center has found PALS to be popular and motivating, but emphasizes that technology is not an end in itself. Rather, it is a vehicle to learning other material (Eveland et al., 1992).

Pennsylvania State University has developed a notable set of programs for adult beginning readers which emphasizes a whole word approach. This program utilizes speech synthesizers and, in addition, the staff has developed its own software.

Increases Self Esteem

Most adult beginning readers enrolling in such classes have experienced past ridicule, pain, and embarrassment in earlier traditional schooling. Evidence shows that too many undereducated adults have been hurt by negative experiences in school environments (Askov et al., 1989). Learners have been turned off by traditional classroom instruction because of past failures in exactly those settings (Turner, 1990).

Technology helps dispel these negative reactions to continuing education. Students are offered new opportunities for learning: computers are impartial, patient, flexible, and nonjudgmental (Kaufer, 1990). Computer classes are especially appealing to learners because computers are "adult" tools. Adults learn basic skills in new ways which do not trigger memories of frustrating and humiliating experiences they endured as children (Askov et al., 1989). Use of technology in the classroom can erase the social stigma that is sometimes associated with literacy classes and replace it with high-status, prestigious, and face-saving `computer' classrooms (Kaufer, 1990) which are more socially acceptable.

Empowers Learners

Learners can develop better control of their lives when they see that education is in their own interest. Technology moves them in this direction when it puts the learners in control of the computer. If the software is user-friendly, the learner can gain both confidence and independence in thinking traits which may carry over into developing proficiency in the many skills needed to become better readers (Fedje, 1990).

Technology is motivational, fun, and stimulating. Students are enthusiastic about technology, especially computers. In fact, the experience of using a computer can become an incentive to participate in the program (Sivin-Kachala & Bialo, 1992).

Promotes Learning

Technology promotes learning. Most software programs are interactive rather than static, as with print, and the learner may to a large extent control the rate and repetition through self-pacing until mastery is achieved. Students usually learn at their own pace and monitor their own progress. In addition, they become empowered and, thus, take more control (Finnegan & Sinatra, 1991).

Computers provide continuous and timely feedback—a tremendous aid to slow learners who need immediate response. Many of the software programs in use provide correct answers to questions posed which prevents frustration. Other programs will not proceed to the next level of instruction until the student inputs the correct answer—a system that is valuable because it prevents the reinforcement of misconceptions (Finnegan & Sinatra, 1991).

Technology enables learners to reinforce skills previously acquired, to build new vocabulary, to increase comprehension, and to develop problem-solving skills. It also increases attention span and concentration (Berg, 1990; The Case for Computers, 1992).

Computers capitalize on the adult's extensive vocabulary and wealth of background experience in a purposeful context. Using technology, reading and writing become meaningful modes of communication. Computers are capable of tremendous benefit in language processing in reading and writing. Learners gain many abilities that can be transferred later to paper and pen (Howie, 1990).

Word processors in particular provide an excellent impetus and outlet for writing. Adult learners come to appreciate the nature of writing because compositions are easy to revise and edit (Howie, 1990).

Addresses Multisensory and Multimodality Needs

When more than one sensory perception is involved in learning, the information will be more efficiently processed (Schick, 1989, cited in Anderson et al., 1990). Technology addresses different learning modalities: visual, tactile, and aural. Since much technology is interactive rather than static, the student becomes a fuller participant in learning. The wide variety in technology appeals to different ways of thinking and learning. Because people have different learning modalities and multisensory approaches, technology provides for the differences (Howie, 1990; Finnegan & Sinatra, 1991).

Encourages Cooperative Learning

Some studies indicate that probably the most important advantage of using technology is its social ramifications. Students learn to ask each other for help, and learning is significantly enhanced when two or three students share their language and experiences in learning. Technology can be a way in which students fulfill an adult longing for social interactions (Howie, 1990).

Enhances Future Employment Possibilities

Technology gives access to knowledge which much of the working world takes for granted. "Technology is an excellent academic tool and acquaints students with the electronic world in which they will acquire a job" (Berg, 1990, p. 26). Because technology is motivating, learners may eventually become more successful in obtaining or retaining employment (Berg, 1990). Learners may stand a better chance of competing for entry level word processing jobs and job training programs (The Case for Computers, 1992). Their experience may expand and control future opportunities. Students may also develop typing and word processing skills as a by-product of computer learning.

Benefits Administration

Some programs have indicated that technology can provide a number of advantages for administration because such tools:

1. Often reduce time and distance constraints.
2. Attract clients and reduce recruitment problems.
3. Reduce the amount of time instructors spend on noninstructional activities.
4. Increase student retention and attendance.
5. Provide flexibility in scheduling for open-entry, open-exit programs.
6. Allow a program to cater to a broader range of learners who cannot be reached effectively in more traditional programs in acquiring literacy skills.
7. Reduce the need for instructors in some situations, thus enabling programs to benefit a larger number of clients.

(Anderson et al., 1990; Sivin-Kachala & Bialo, 1992; Eveland et al., 1992; and others).

Benefits Instructors

Technology can also enhance instructor productivity. The student/teacher ratio can increase (The Case for Computers, 1992), and the teacher can spend more time with each student— monitoring, offering feedback, and tailoring the learner's materials.

Technology can also revitalize teachers as well as students by encouraging them to "rethink" the curriculum. The role of the instructor changes to one of a facilitator as the student becomes empowered and assumes control over his/her learning (Askov & Clark, 1991).

Disadvantages of Technology

Technology has its disadvantages, too. Some of the most common problems found in adult literacy programs are discussed below.

Inappropriate Software

Reading software at the beginning level is virtually nonexistent (Regional High-Technology Delivery System Model for Adult Literacy, 1986), placing beginning readers at a real disadvantage. There is virtually no reading software appropriate for students at reading grade levels of 0 to 1. Software developers have not been especially responsive to the needs of adult learners, especially in reading (U.S. Congress, 1993). Reading software and support materials often fail to take into account adult learners, lack flexibility, and cannot easily be adapted by instructors or the learners for their particular needs.

A considerable number of programs are based on misconceptions about the reading process. Most software is not context specific and does not take prior knowledge into account. Furthermore, most early reading programs are geared explicitly to children and include features that may offend adults. In many cases, the wording and presentation of materials is overly simple and childlike. This can be embarrassing or even insulting and can quickly lead to boredom or undermine motivation (Adult Education Report, 1984). That software which is available is more appropriate for higher functioning students within that level (Sivin-Kachala & Bialo, 1992).

Appropriate content at the lower levels is thus a major shortcoming, and lack of variety is problematic given the varied goals of adult learners (Adult Education Report, 1984). Using such programs may be worse than no program at all because inappropriate uses of technology may actually decrease, rather than increase, instructional effectiveness (Eveland et al., 1992) and become counterproductive.

Expense

Initial expense can be considerable and funding can be hard to obtain. Resource constraints may result in cost-cutting decisions, and the program may end up with a hodgepodge of technology and technological aids that are inadequate, incomplete, incompatible, and difficult to use.

Installation, in some cases, may require information systems specialists. Technically proficient personnel are then required to set up, maintain, and repair equipment as well as train teachers and other personnel (Newman et al., 1993).

Student Reluctance

Students are occasionally intimidated rather than motivated by technology when they first have to learn how the technology works and how to use it. It is outside the realm of the familiar, and some fear taking a risk (Eveland et al., 1992; U.S. Congress, 1993), just as many are afraid of the reading classes themselves.

Instructor Reluctance

Instructors themselves might not accept informational technology as a valid instructional tool, might lack knowledge and skills to use it, and might feel displaced by the technology (Askov & Clark, 1991). Many programs use only part-time instructors, and the staff often has little or no experience with computers. Teachers are at times uncomfortable with their changing roles (Newman et al., 1993) as "facilitators," "guides," and "motivators" rather than dispensers of information (Fahy, 1991). Traditional methods may be regarded as safer and less threatening, leading to resistance to the introduction of technology as a teaching tool (Hanish, 1990).

Over-reliance on Technology

On the other hand, many teachers come to place too much faith in technology and become passive observers in class, to the extent that the technology itself provides the course of instruction. This can lead to an excessive reliance on technological props (Hanish, 1990). This can mean, for example, that the instructor may fail to recognize when assistance is needed (U.S. Congress, 1993). A lack of a cohesive curriculum and a well-thought-out philosophy of learning can lead to completely relying on technology alone rather than integrating it into the overall program.

De-emphasizes Social Learning

Most technology for adult beginning readers is based on one-on-one instruction. But Howie (1990, p. 183) asserts that, "The most important purpose for print literacy is that it has a social function among adults." Many adult literacy educators emphasize the importance of learning in groups (Howie, 1990). Learning, they have observed, is significantly enhanced when two or three individuals share language and experience in learning (Carrier & Sales, cited in Howie, 1990). Grouping can also fulfill an adult affinity for social interaction which can counter a sense of anxiety and isolation regarding formal learning (Howie, 1990).

Group interaction is lacking if computers become the primary learning technique (Eveland et al., 1992). For some adult literacy populations (for example, incarcerated adults), their inability to interact appropriately with other people has contributed to their imprisonment (Newman et al., 1993). Technology, therefore, may be counterproductive if it ignores the social aspects of learning by cutting off beginning readers from society and from the support they need to gain confidence in their ability to understand and use literacy in real life (Wrigley & Guth, 1992).

De-emphasizes Holistic Development

Last, adult literacy problems do not occur in a vacuum (U.S. Congress, 1993). While helpful as tools, computers, television, and other machines are inherently limited in what they can do in addressing problems associated with illiteracy. "When the emphasis of a particular program is on maturation of the whole person, with that program's priorities on affective growth, cognition and moral development, existing computer-assisted instruction is insufficient" (Newman et al., 1993).

It is thought that what prevents many adult learners from achieving literacy is not just education, but a multifaceted complex of problems— such as illness, malnourishment, lack of transportation or child care—that simply is not amenable to improved instructional approaches (Eveland et al., 1992).

MAKING PURCHASING DECISIONS FOR SOFTWARE AND HARDWARE

Needs and Resources

When making purchasing decisions, it is important to avoid unnecessary problems by evaluating a program's needs and resources carefully. Although funding and selection of software and hardware are the major considerations, Berg (1990, p. 26) adds that, "A few programs used wisely will give adult learners experience in technology, plus help monitor their academic learning program."

At this level, a word processing system plus certain educational software including drill and practice, tutorials, and games are minimum requirements. At least one printer is essential, and synthesizers will contribute significantly to the learning process by adding a multisensorial aspect. Programs should offer a variety of instructional treatments for the same content (Sivin-Kachala & Bialo, 1992).

Software

When possible, the purchaser should decide on the software first. If the computer is selected first, the desired software may not be compatible (Jagger, 1989). Many vendors offer software that will only work on their proprietary hardware, or will refuse to guarantee their software if it is run on different hardware (U.S. Congress, 1993).

The purchaser must consider copyright laws. Some vendors are reluctant to sell if their software is to be transmitted off-site via modems (Berg, 1990). The purchaser who wants to set up an off-site program might consider public domain software that can be copied freely or consider developing software for his/her own system, as many teachers would like to do (Berg, 1990) or are doing (Sivin-Kachala & Bialo, 1992) in other programs.

The purchaser should determine the purpose of the software beforehand. It should contribute to the overall objectives of the program and be based on sound educational principles as well as the program's philosophy.

Software should be simple to use. Computer-assisted instruction packages should be easy to load onto the computer. They should access and present material in small increments (Charleston et al., 1989).

Once the program is running, the screen should be uncluttered. Students should be able to control the instructional sequence when appropriate and respond quickly and easily. Feedback must be clear and appropriate, should promote thinking, and should stimulate higher order thinking skills. The format should be nonlinear and it should provide branching.

Software should be interactive, applicable to the real world, and should use multiple modalities. Software should provide performance reporting, and students should be able to refer to corresponding printed material if appropriate. Also, the manual and any printed material should be clear and well-organized (Jagger, 1989; Sivin-Kachala & Bialo, 1992).

Simplistic software should generally be avoided. However, some software developed for children can still be appropriate (Askov & Clark, 1991). To decide, administrators and instructors should preview the software themselves and obtain input from students whenever possible.

Hardware

Many programs already have at least some computers in place. If not, the purchaser must decide on the most appropriate system for his/her program. For example, should the program use integrated learning systems or stand-alone computers? ILSs are more self-contained than stand-alone computers. This permits ILS's to be used in adult literacy programs where there is little expertise about technology. However, they are also frequently less flexible and adaptable (Eveland et al., 1992).

Hardware should be reliable and durable. The purchaser should ask for references, talk to current users, and read the maintenance agreement with extreme care. The purchaser must determine what sort of technical and educational support the program can expect from the vendor (Fahy, 1991).

How the hardware functions is important. It should operate smoothly and speedily without excessive delays for loading data, preparing graphic displays or performing other routines (Charleston et al., 1989). The purchaser should note the number of disc drives and the amount of memory needed to run the program. He/she should determine whether the hardware can be locally modified or adapted, and whether it can be upgraded or extended in response to new technology. Finally, the purchaser should decide on the type of printer, of which there should be at least one (Fahy, 1991).

IMPLEMENTING TECHNOLOGY INTO THE CURRICULUM

Technological aids, in particular computers, VCRs, televisions, and audiocassette recorders, have all been helpful for many adult beginning readers. These advantages do not come automatically, however. When incorporating technology into the adult beginning reader classroom, the following issues should be considered:

Purpose of Technology

Instructors and administrators should first answer this crucial question: **What can technology do that couldn't be done before?** The purpose of implementing technology should be to empower learners by offering them a new and better way of learning. Reder (1992, p. 1) states that, "Using technology simply to expand traditional adult literacy approaches and programs will not likely meet the existing literacy needs."

If the goal is progress towards functional literacy, the staff must consider the most effective way to use technology as a means of achieving this goal. The learners, too, must be made aware that the purpose of using technology is to pursue long-term and short-term goals.

Participants in the program must be not only committed to the goal of functional literacy but also convinced that the technology they are using is a means of achieving it. This means an orientation to change—the belief that changes can be accomplished effectively and that the results will be beneficial (Bikson, Gutek & Mankin, 1987, cited in Eveland et al., 1992).

Program Philosophy

Technological aids used outside of the context of the program's philosophy have no particular benefit. They run the risk of being, "...put into place and operated through administrative and managerial structures that may or may not be appropriate and effective.... and are no more useful than the sociotechnical systems within which they are embedded will allow them to be" (Tornatzky & Fleischer, 1990, cited in Eveland et al., 1992, p. 6).

In other words, technology alone will not enable a learner to become literate. The way in which the technology is understood and used within any particular context determines its effectiveness.

Instructors, administrators, and learners all have unique perspectives. For example, some programs are small and rural; others are large, more coordinated, and have better access to services. Adult literacy classrooms differ, too, depending on populations they serve. Groups have unique learning problems and needs: lack of social support; lack of money for child care, transportation, or food; and various mental, physical, and emotional handicaps which hinder progress. Each of these factors can make a difference in how a program should use technology and in the results of the program. The needs and problems of learners must be taken into account when setting up a technology-based program. Decisions become complex and have to do as much with the local conditions as with the technology itself (Eveland et al., 1992).

Compatible Teaching Approach

Technology should be compatible with the overall teaching approach described in the Curriculum for the Adult Beginning Reader: Level 0-3. Any computer training program should be based upon theoretical foundations of learning (Charleston et al., 1989). Programs designed for adults who need help with reading must be based on a theory that supports what is known about the development of cognitive and reasoning skills (Mayes, 1987, cited in Young & Irwin, 1988). The approach should be based on the mastery of competency-based concepts and skills, emphasizing careful determination of previous learning (Fahy, 1991).

Programs incorporating technological tools must integrate job, life, and basic skills. Learners have unique needs and problems which must be taken into account. That is why "....packages praised highly by one program have been rejected by another... This is easy to understand when the wide range of literacy programs is considered" (Turner, 1990, p. 8).

Much educational software is based upon misconceptions about the reading process. If isolated and taught out of meaningful context, some software may not only frustrate the adult learner but will enforce erroneous beliefs that reading is merely the ability to decode words (Finnegan & Sinatra, 1991).

Also, most software is based on, "... a very narrow skill-based definition of literacy that ignores the social aspects of learning and reduces literacy to a series of discrete chunks to be mastered before any kind of natural reading and writing can take place. For the most part, existing software denies learners the opportunity to look at literacy holistically..." (Wrigley & Guth, 1992). Yet, the learner must read holistically in everyday situations.

Any technology, therefore, must be thoughtfully integrated into the curriculum. Word processing programs especially provide a range of opportunities for meaningful activities built on reading/writing integration (Turner, 1988). A number of adult literacy professionals feel strongly that the only valid uses of adult literacy software are those which are part of a real world activity such as word processors (Berg, 1990).

A Means to an End

Technology is a means, not an end in itself. In most current adult literacy programs, computers are supplemental and are meant to reinforce learning rather than to replace the instructor. Studies show that computers and software are most effective when integrated into more traditional instructional programs (Finnegan & Sinatra, 1991) especially at the beginning reader level.

Since the teacher is critical to the success or failure of any program, he/she should decide how to implement the available technology and should ascertain what works for the individual students. That is to say, no software works with every student or for all literacy programs. One of the teacher's responsibilities should be to tailor technology to each student's needs.

For example, skills and ways of thinking learned on computers do not automatically transfer to reading books. This transfer has to be part of the teacher's plan, and the students must be made aware of this supplement to their computer instruction. The teacher must be aware of the effects of the software program, both affectively and cognitively (Howie, 1990).

In general, the teacher should introduce information in class first, then use the computer or other technology to reinforce learning. At the same time, the instructor should keep in mind that not every adult will be willing to use technology and they should never be forced to do so (Howie, 1990). The teacher must be prepared to make allowances for this.

Teacher Training

Effective integration of computers and other technological support into literacy curricula requires effective teaching and instructional support. Teachers differ, however, in confidence, technological knowledge, enthusiasm, and willingness to change. Teachers themselves need to be educated in the use of technology. When the teacher has the knowledge and skills to be comfortable with a particular form of technology, he/she is more likely to use it appropriately. Instructors should receive training in ways to integrate technology into the curriculum. Orientations, workshops, and follow-up training are essential.

Ongoing Evaluation

Due to lack of funding, evaluating effectiveness of technology in adult literacy programs has been unsystematic and sporadic. However, literacy program designers should include such evaluations at the program level by developing criteria for software and other technology, then determining how closely the technology meets the set criteria. Evaluation is essential in letting administrators know how well the technology is working. Among other things, it determines what adjustments and adaptations are needed, helps in planning in-service and other training, and is a source for consolidating information on adult learning material.

The person who evaluates a particular program should attempt to preview material before purchasing it and to field-test new technology, especially software, when it is being implemented. Pilot projects are particularly useful in comparing control and experimental conditions. The evaluator should assess the way the curriculum is designed and how well the technology contributes to learning.

Successful implementation means consideration of the advantages and disadvantages of each technology followed by integrating the chosen technology into the curriculum. This assures that technology can be an asset in enabling the student to achieve literacy.

SUMMARY

Impact on Students

The strongest incentive for using technology is probably its impact on students. Askov and Clark (1991) report the sense of empowerment and control over their own learning that was expressed by the students, especially by the least able readers. Numerous studies show that low-literate adults benefit in self-esteem and self-confidence from technological approaches to education. Adults working with classroom technology begin to feel that through their use of technology they are part of the mainstream culture, and they then begin to identify with mainstream goals (Askov et al., 1989).

Students expect to learn. Students as well as teachers and administrators want technology and see it as a way to achieve literacy. When used effectively, technology can be a valuable part of a successful adult literacy program. Literacy is different for each individual. Because technology provides access to learning for such a wide range of individuals, one important outcome is that many more learners have a better chance of seeing progress in their learning (Anderson et al., 1990). Because the acquisition of literacy has a social aspect to it, students also acquire new ways to interact with others that many ordinarily do not have.

Comprehensive Learning Program

Technology should be part of a comprehensive overall program based on sound learning principles. Administrators, teachers, and learners all must understand the philosophy of the program and the goals to be achieved.

Acquisition of Literacy

Evidence suggests that there may be qualitatively different processes by which individuals develop literacy, some of which may not be associated directly with formal instructional programs (Reder, 1992). Factors such as highly mobile life styles, poverty, poor health, and family behavior patterns also contribute to the needs for different teaching and program offerings (Adult Education Report, 1984). Developers of any successful program must consider the various ways a person may be hindered or helped in the quest for literacy. Technology alone will not solve all problems for all learners.

Supplement to Learning

Technology is a supplement to learning, not the end in itself. The kind of technology chosen is not as important as the way in which it is integrated into the curriculum. The teacher is still a critical element. Ultimately, the teacher guides the use of technology and shapes its contribution to the learning context. It is the teacher who remains crucial in responding to and empowering the whole person (Charleston et al., 1989).

Need for Training

Personnel differ in their levels of confidence, ranging from unwillingness or apprehensiveness to enthusiasm. They also differ in knowledge and motivation. Instructors must be trained and educated in order to effectively integrate technology into the curriculum.

Need for Evaluation

Few studies to date have been concerned with literacy development among adults as opposed to children. Systematic research is needed on the process of developing adult literacy, especially at the local level (U.S. Congress, 1993), and on the effectiveness of pilot projects. Further research and development would help build on current research on adult literacy and help to apply it.

Technology can be an asset to adult beginning readers if it is used appropriately and effectively as part of a comprehensive curriculum. Although no one method will help everyone, the challenge is "to focus on the needs of learners which the technology can address." (Fahy, 1991, p. 8). Technology in the classroom should take its place as a useful tool to advance learning.

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SELECTED TECHNOLOGY FOR ADULT BEGINNING READERS

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Publishers and Vendors

Curriculum Associates, Inc.
5 Esquire Road
P.O. Box 2001
N. Billerica, MA 01862-0901
1-800-225-0248

Don Johnston, Inc.
1000 N. Rand Rd. Bldg 115
P.O. Box 639
Wauconda, IL 60084-0639
1-800-999-4660

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
1-800-645-3739

Educational Design, Inc.
345 Hudson Street
New York, NY 10014-4502
1-800-221-9372

Educational Learning Systems, Inc.
2874 Remington Green Circle
Tallahassee, FL 32308
(904) 386-3708

EduQuest Software for Education
1-800-237-4824
no address available

Educational Resources
1550 Executive Drive
Elgin, IL 60123-9330
1-800-624-2926

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002
1-800-877-4283

Jaeger Corporation
135 N. Knowles Avenue
Winter Park, FL 32789
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P.O. Box 21579
St. Louis, MO 63132-0579
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New Readers Press
Dept. AS94
P.O. Box 888
Syracuse, New York
13210-0888
1-800-448-8878

Penn State University
Institute for the Study
of Adult Literacy
College of Education
204 Calder Way, Suite 209
State College, PA 16801
(814) 863-3777

Saddleback Educational, Inc.
3505 Cadillac Ave.
Building F-9
Costa Mesa, CA 92626
(714) 540-4010

Scholastic Inc.
2931 East McCarty Street
Jefferson City, MO 65101
1-800-541-5513

Software Express
4128-A South Boulevard
Charlotte, NC 28209
1-800-527-7638

Southern Media Systems
P.O. Box 1107
Ocala, FL 34478-1107
1-800-669-2845

Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
1-800-531-5015

COMPREHENSIVE PROGRAMS/TUTORIALS

Basic Skills for the Real World (Jaeger)

Level: beginning adult and alternative education students

A series of courses which use photographs and sound to create real-life settings in which students develop basic skills. An integrated program using context to teach reading, writing, mathematics, problem-solving and job skills.

Comprehension Power (Milliken)

Level: ABE and above

A reading-based program suitable for adults. Vocabulary controlled by reading level. Each level identifies 25 specific problem skill areas. High interest, low vocabulary. Comprehension questions and teacher guide included.

Reading for Comprehension (Southern Media Systems)

Level: 2-6

Set of software dealing with the following skills: getting the main idea, drawing conclusions, making inferences, using context clues, predicting outcomes, noting details, finding sequence, finding cause and effect. Passages address a variety of high-interest topics and include branching questions.

Building Reading Skills (Southern Media Systems)

Level: 2-9

Designed to develop and improve skills for reading and comprehension. Skills include inferring meanings, identifying moods, providing examples by details, identifying the main idea, and predicting sequence of ideas and events.

ADD Reading Skills
ADD More Reading Skills (Southern Media Systems)

Level: 3-12

Levels of difficulty are adjusted in each reading passage. Questions following passages focus on skills.

Crossings (Steck-Vaughn)

Level: 2-6

Customizable adult reading program includes text, art, audio, and exercise components to improve reading, writing, and life skills.

Vocabulary Connections (Steck-Vaughn)

Level: 2-8

Presents vocabulary words in five content areas. This is a print series with software which can be used independently; includes graphics and voice synthesizer.

Real-Life English (Steck-Vaughn)

Level: 1-4

Adult-oriented ESL program to build speaking, reading, listening, and writing skills.

Sound Sentences and Speak Easy (Educational Activities)

Level: ESL, Adult, LD, Language Impaired

Learner-oriented program focusing on everyday English. Includes synthesizer and graphics.

CORE Reading & Vocabulary Development (Educational Activities)

Level: ESL, LD, slow readers (pre-primer through three)

Designed for older beginning readers; includes extensive drill and practice in core vocabulary. Optional speech component and graphics.

Diascriptive Reading Programs (Educational Activities)

Level: 1.5-11.5

Features diagosis of developmental level for each comprehension strand: main idea, details, vocabulary, sequence, inference, fact/opinion.

Diascriptive Language Arts Development (Educational Activities)

Level: 2-6

Diagnostic, prescriptive, and evaluative program appropriate for adults. Includes sentence mechanics, sentence sense, naming words, action words, describing words, and pronouns.

Penn State Adult Literacy Courseware (Penn State)

Level: ABE plus

Outstanding word processing program, customizable and individualized.

Project Star (Educational Learning Systems)

Program for older, at-risk, and special needs students. Complete project of 1,243 lessons in three levels. Features controlled vocabulary, spelling practice, and comprehension lessons.

Other Noteworthy Software

Using Phonics in Context (Educational Activities)

Level: 2-4

Students practice phonetic skills in conjunction with semantic and syntactic information. High-interest story forms to combine word attack and comprehension skills. Also available in cassette form.

Patient Tutor (Curriculum Associates)

Level: 2-8 and adult

Ten-program series teaches and reinforces basic reading skills. User-friendly software with focus on sight words and basic phonics.

Write: OutLoud and Co-Writer (Don Johnston)

Talking word processor with talking spell checker. Multisensory learning. **Co-Writer** is a word prediction program to work with a word processor.

Phonics: A Sound Approach (Curriculum Associates)

Appropriate for adult learners. A five-level series for word-attack skills. Student books have reference list of sight words and high-frequency words. Teacher guides available.

Survival Reading Series (Southern Media Systems)

Level: 3-12

Topics of interest to young adults.

Life Skills English (Southern Media Systems)

Level: 2-3

For older beginning students. Topics are everyday situations used to build skills in spelling, punctuation, and capitalization, including forms and schedules.

Cloze-Plus (Milliken)

Award winning program to be used as a supplement in language arts development. Helps students see word relationships and to derive word meanings from context.

Books on Disks

The Classics Series (Saddleback)

Level: 2-6

Set of 25 titles. Each classic on a diskette in abridged and vocabulary controlled ten-chapter format. Includes worktext and user's guide.

Eight books of traditional stories from around the world with read-along tapes available. Features fables, myths, tall tales, tales of wonder, adventures, folktales, legends.Eight books of traditional stories from around the world with read-along tapes available. Features fables, myths, tall tales, tales of wonder, adventures, folktales, legends.

Contained Reading (Saddleback)

Each diskette contains thirty short stories from a wide range of topics to develop comprehension skills while adding vocabulary through context clues. Controlled reading. Includes worktexts.

Books on Audiocassette

Today's World (New Readers Press)

Level: 2-3

Three sets of four books each explore everyday challenges. Each set has a different theme: family, work, and community.. Teacher guide and photocopy masters available. Read-along tapes available for student books.

Kaleidoscope (New Readers Press)

Level: 1-2

Short stories with read-along tapes available. Adult characters with ironic and amusing plot twists.

From the Wooded Hill and Morning Streets (New Readers Press)

Level: 1-3

Pleasure reading for adults with read-along tapes.

Sky Bridges and other Poems (New Readers Press)

Level: 1-3

Thirty-eight poems for the adult new reader depicting everyday experiences. Read-along tapes.

Timeless Tales (New Readers Press)

Level: 2-3

Eight books of traditional stories from around the world with read-along tapes available. Features fables, myths, tall tales, tales of wonder, adventures, folktales, legends.

The Sundown Fiction Collection (New Readers Press)

Level: 3

Twenty-two books with tapes available. High-interest, low-level reading with well-developed characters and realistic situations.

Heinemann Guided Readers (Educational Design)

Five levels of learning. Original stories at lower levels, rewrites of famous literature at upper levels. Controlled vocabulary. Read-along audio cassettes available for many books.

Beginner's English Reader (Saddleback)

Appropriate for adults and ESL learners. Twenty-seven books and audiocassette feature vignettes of American life. Teacher guide available.

The Career Readers (Saddleback)

Ten career exploration books for students whose job opportunities may be limited because of reading difficulties. Read-along cassettes, a booklet of Skill Sheet Masters, and teacher guide available.

Pacemaker Classics on Tape (Fearon)

Level: 3.0-3.5

Thirty-two adapted classics with high interest levels available with read-along cassettes and study guides. Titles include The Call of the Wild, War of the Worlds, The Time Machine.

Point of Law (Fearon)

Level: 3.2

Presents 250 easy-reading, one-page accounts of true legal cases to promote reading, understanding, and thinking about controversial issues through court dramas. Available with audiocassettes. Each segment three minutes in length. Suitable for adult interests.

Games/Simulations

FourWord (Milliken)

Students learn to identify most frequently used letters and letter combinations. A spelling game.

WordLift (Milliken)

An alphabetizing game featuring an elevator to manipulate words.

Super Set Red (Saddleback)

Level: 2.0-3.5

12 sets of games designed to increase reading comprehension skills. Titles include Getting the Main Idea, Cause and Effect, Fact or Opinion, Drawing Conclusions, and Following Directions.

Carmen San Diego Series (Software Express)

Enduring and highly popular adventure games which incorporate geography, economy, and history.

Word Attack and Spell It (Educational Resources)

Two popular games which teach definitions and spellings through a crossword puzzle and a maze game. In **Spell It**, words are divided into levels of difficulty.

Writing Programs

The Bank Street Writer III (Scholastic)

A highly rated and popular word processing program to help students improve writing and language skills.

Talking Text Writer (Scholastic)

A whole language word processing approach to build reading and writing skills. Features synthesized speech.

The Amazing Writing Machine (Educational Resources)

A creative writing, illustration, and idea-generation program. Students can express ideas, thoughts, and opinions, writing from scratch or starting with a pre-writing Spin. Forms of writing are letter, journal, story, poem, and essay.

Print Shop Deluxe

(Software Express)

Students can combine graphics and text to create cards, signs, letterheads, flyers, and banners. Popular throughout all reading levels.

BannerMania (Software Express)

Easy to use program to create a variety of banners, signs, posters, and bumper stickers.

Television/Video

Listening for the Real World (Educational Design)

Live action video program for active listening. Develops comprehension and higher order processing skills. Content mature, real word situations. Two videos with accompanying student books.

You Can Read! (Educational Activities)

Eight videocassettes features word attack and word analysis skills. Includes blackline masters for diagnosis and review. Teacher manual available. Each lesson approximately 15 minutes.

TV Tutor Survival Sight Words (New Readers Press)

Number and calendar words build recognition and teach spelling of survival words through a multisensory approach. Two tapes for each set.

TV Tutor Sight Words 1 and 2 (New Readers Press)

Students learn to read and spell 60 of the most frequently occurring words. (4 tapes)

Consonant Sounds and Letters (New Readers Press)

Multisensory video program for understanding and retaining sound-letter associations. Eight lesson program on two tapes. Worksheets available.

I Want to Read Video Series (New Readers Press)

Comprehensive series of three videos help new readers decode new words to build reading and writing skills.

Learn to Read (KET)

Comprehensive series of 30 video programs designed for the adult non-reader. Emphasizes various instructional approaches. Student workbooks available.

Math Programs

Math Shop Series (Scholastic)

Level: 1-10

Math Shop Jr. Grades 1-4 features adding, subtracting, multiplying, dividing, odd and even, estimation, making change, and adding and subtracting with hours and minutes in a shopping mall. For math and problem-solving skills.

Math Tutor (Scholastic)

Individualized instruction for specific math skills with a placement test to determine areas of difficulty. Student-paced with worksheets. Includes eight titles featuring addition, subtraction, multiplication, division, fractions, decimals, percents, ratios, and proportions.

Math Assistant I and II (Scholastic)

Highlights common math errors and prepares student for standardized math competency exams.

Integrated Learning Systems

Principle of the Alphabet Literacy System (EduQuest)

An integrated learning system appropriate for adolescents and adults sixth-grade level or below.